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ABSTRACT

This report provides a brief description of a 1986 conference on distance education together with four of the papers presented by the five keynote speakers; an outline of the fifth paper is included. It is noted that, in addition to these papers, the conference included 26 application sessions which allowed the 183 participants to select issues and topics to explore in small groups. The keynote papers are: (1) "Design of Distance Learning Programs," in which Erling Jorgenson considers how instructional design principles may be used appropriately and provides specific suggestions for distance learning design strategies; (2) "Evaluating Distance Education," in which Peter J. Dirr examines how distance education programs might be evaluated using the Annenberg/Corporation for Public Broadcasting Program as an example; (3) "Learners and Learning at a Distance," in which Michael G. Moore assesses distance education program design from the perspective of the adult learner's needs, and comments on the current system of distance education; (4) "Teachers and Teaching at a Distance," in which Dee Brock reports the results of a survey of the attitudes of both faculty and administrators involved in distance education; and (5) "Effective Administration and Support of Distance Education" (outline only), in which Michael P. Lambert considered several topics, including excellence in distance learning support, the goals of student support, the benchmarks of quality, tips on support, tips on strategic planning, and illustrations of typical student support departments. (EW)

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DISTANCE II: IMPROVING TEACHING AT A DISTANCE

August 6 - 8, 1986

Madison, Wisconsin
USA

Joint Sponsors:
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DISTANCE II: IMPROVING TEACHING AT A DISTANCE
CONFERENCE REPORT
University of Wisconsin-Madison, Wisconsin
USA

DISTANCE II: IMPROVING TEACHING AT A DISTANCE was held in Madison, Wisconsin August 6-8, 1986. The conference was attended by 183 participants from throughout the United States and Canada. Highlights of the conference included five keynote addresses and twenty-six application workshops and information sessions which allowed participants to select issues and topics to explore in small groups. These application workshops and information sessions were divided into four strands: learners and learning at a distance; designing instructional programs; teaching strategies; and administering and supporting instruction.

This report covers the material presented by the five keynote speakers. It provides a good overview of the kinds of issues, problems, solutions and opportunities that were discussed at the conference.

Cassette tape recordings are available for all the keynote presentations. You may order them from William Braun, Instructional Communication Systems of the University of Wisconsin-Extension, Old Radio Hall, 975 Observatory Drive, Madison, Wisconsin 53706, (608) 262-4342.

We hope this material will be useful to you.

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DOING RIGHT BY DESIGN

Erling S. Jorgensen
Keynote Address
Distance II Conference: Improving Teaching at a Distance
August 6, 1986
Madison, Wisconsin

Introduction

Thank you. I am happy and honored to have been asked to return to Madison and the University of Wisconsin for this occasion. I take great pride in my two degrees from Wisconsin. Both are in what is now called communication and which we called, in those days, "speech." I received an excellent graduate education here and my first training as a teacher under Gladys Borchers, John Dietrich, and Henry Ewbank.

I didn't know it at the time but have later come to realize that while at Wisconsin in addition to an education, I received important indoctrination in "the Wisconsin Idea"--a concept embodied in the phrase, "the boundaries of the campus are the boundaries of the state." At Michigan State University, we take great pride in being the pioneer land grant university, but we have only recently under the leadership of our new president, John DiBiaggio, begun to return to the land grant emphasis that is so well exemplified by the University of Wisconsin, the Wisconsin Board of Vocational, Technical and Adult Education, and "the Wisconsin Idea." We would do well to model ourselves after you.

So please allow me to begin by expressing my gratitude for not only the education and training I received here, but for the way in which my professional philosophy was shaped here in the direction of service to our fellow men and women through higher education and continuing education. (We will later get to discussion of the disappearing distinction between those two types of education.)

This conference is dedicated to the improvement of our skills in teaching at a distance. As has been indicated, I've been involved in parts of distance learning for a lot of years--and at a variety of distances I might add. Also with varied success, I hasten to report.

I have titled this speech, "Doing Right by Design." That is deliberately a play on words. I want you to consider with me tonight not only how we may correctly use instructional design principles but also how we may <u>deliberately</u> do <u>that which is right</u> for distance learning at this time in our history.

Education at a Crossroad

This conference takes place, as you are well aware, at a time when there are conflicting demands on higher education. Demands which have placed our institutions under great stress and which have caused them to place in question their priorities for funding and academic emphasis. Let me make it plain at the outset that while I recognize the controversy in which we are involved regarding how continuing adult education shall be organized in our institutions, I believe the evidence is already in hand that rather than de-emphasize continuing education, we must reemphasize it. It is almost impossible to pick up an educational publication that looks at the future of higher education that does not recognize the growing demand for adult education, continuing education, or whatever term by which you identify the work in which we are engaged. These are important times for us. Our national leaders (indeed, world leaders) are recognizing the need for continuing education in all its various forms. What these leaders are discovering is what we have known for a long time--and what you here in Wisconsin have practiced for a longer time--there is great demand for the delivery of instruction of a wide variety of types to rapidly-growing numbers of post-secondary educated adults. The fact that these adults are located at a distance from our institutions has brought us together here for the next two days to consider how we may reach and teach these learners better.

Calls for Improvement

In recent weeks, several groups have issued reports calling for the improvement of American higher education. The Holmes Group of Deans of Education calls for changes in teacher training in order to effect change in the schools of our nation and raise the effectiveness of teaching. The Carnegie Forum's Task Force on Teaching as a Profession assesses the need for change in our educational system as a requirement for our nation's economic survival and maintenance of our democracy. Two weeks ago, the Education Commission of the States called for transformation of undergraduate education. All of these efforts are based on a set of demographic facts which predict the immediate future demand for education and the longer term needs of our society for education. You know the elements of these demographics--since 1950 enrollment in colleges and universities has quadrupled and the number of institutions has increased by almost 60%. Our 3,300 colleges and universities, including the 600 community colleges established since 1960, enroll more than 12 million students.

Changes in Student Demographics

But only two million of these 12 million students attend full time, live on campus and are 18 to 22 years of age. Ten million of them are sometimes known as "nontraditional" students. To me, all that phrase means is that our campuses don't know how to handle the problems these students pose because of their lack of conformance to the old traditions. Two out of five undergraduates are now over 25 years old.

More than half of them are women. One of every six is a member of a minority group and more than two out of five attend college part time. More than half of this year's graduates spent more than four years in college. And the predictions for the future complicate the picture for our institutions. The pool of 18 to 22 year olds is shrinking. By 1992, in five short years, half of all college students will be more than 25 years old and 20% will be more than 35.

The implications for our colleges and universities are plain: more students who are older, taking longer to complete their studies, attending part time. Such students travel more, move more--distance themselves from our traditional campuses more. Here is obviously a growing need for distance learning--to improve the ability of adult students to complete their college educations while engaged in work and while removed from the campus. I believe we should recognize that the vast majority of our students now need greater and easier access to the instruction we now restrict to the campus for the convenience of the faculty and the institution. We must redefine the "distance" in "distance learning." "Distance" is measured not only in miles. The student who cannot complete graduation requirements because too few courses are offered in the evening is as "distanced" from our institutions as one who lives 150 miles away. The student whose academic advisor, or teacher, or other necessary campus-officed individual is only available at certain, arbitrarily set office hours is "distanced" from the education he or she seeks. The student whose registration for classes is impeded by old-fashioned, inefficient and bureaucratic admission and enrollment practices is "distanced" from his or her education. The student whose access to the books in the library, films in the media center or tapes in ITV center is limited to certain hours and certain places is "distanced" from his or her education.

Using the same technologies we employ in improving so-called "distance learning," we can improve access to the rest of higher education on-campus and off-campus.

More Adult Learners

But what of the other adults?--the millions whose formal education has been completed and who now need renewal of their education--or those who dropped out and now wish to continue their educations--or those who seek new directions professionally or seek to enliven leisure hours with learning? Their numbers, too, are growing! And <u>all</u> of these learners are distant!

Let us consider the major trends in <u>this</u> growth. The demographic shift to an older population is placing the baby boom generation in the age of greatest adult learning activity. For some, this is "the graying of America" fraught with all the problems of an aging population--increasing health costs, political conservatism, retirement housing problems, etc.--but for us, it represents an increased demand for education and learning experiences that offers terrific challenges.

The knowledge explosion about which we began worrying in the early 60's has not only continued, it has increased in impact. One result is that job skills and knowledge are becoming obsolete in even shorter time periods. Another is there is more and more to be taught which in turn requires more efficient educational delivery systems.

Social movements for equal opportunity in work and education are increasing the need for further education. At all ages, education, and income levels, females exceed the proportion of male adult learners. Fifty-four percent of the courses they take are for job-related reasons. Blacks and Hispanics aged 25 to 34 are approaching the participation rate for the entire adult population but minorities are still seriously underrepresented in adult education.

The educational attainment of the total population is rising and with it the demand for lifelong learning. A college graduate is roughly five times as likely to participate in adult education as a high school dropout.

And the elderly, a rapidly growing proportion of the population, support another trend. Adult education is growing more rapidly among the elderly than among any other age group--up over 30% in the last three years.

Finally, the growing demand for training and retraining in business and industry about which we read so much and know so little. Business and industry is now spending more than thirty billion dollars per year on education. (Statistics in this area are hard to come by leading one to wonder if the total isn't even much larger than $30 billion.) Another evidence of the demand in this area is the amount of education supplied by business and industry itself--now nearly half of the adult courses offered are provided by other than schools and nearly 25% of all courses taken by adults are provided by employers in business and industry. We in educational institutions are obviously not meeting the demand for training and retraining courses for whatever reason. But it is certain that this trend will accelerate.

Yes, we are engaged in important educational work at a time when the nation is recognizing the need for distance learning and adults in ever-increasing numbers are demanding it in ever-increasing variety.

Application of Distance Learning Techniques

In both the areas I have cited--the changing nature of the baccalaureate student: older, taking longer, attending part time, living off campus, commuting--and the growing demand for continuing adult education in all its variety of forms, one of the characteristics which stands out is the need for application of distance learning techniques. This is not to say that all we need to do is use more or better technology, although both are indeed called for, in my opinion, it is to say that we must recognize the need and break away from our reliance on the campus and the campus-bound faculty as the primary means for meeting the growing demand. The alternative is for colleges

and universities to continue to require students to come to them, an alternative that will change our institutions to very much smaller, elitist, ivory-towered establishments removed from the society which supports them. Such an alternative might satisfy those who define higher education in conservative research and graduate teaching terms and who shun our service functions, but I cannot believe that either our public or our private institutions would continue to be supported by the public as they now are, should such change take place. I certainly cannot believe a land grant university can long expect support from either state or national government absent its extension and adult education activities. But my point here is that no matter what the wishes of reactionary forces may be, "the times they are a-changin'" and the higher education institution of the future will perforce be a learning institution with true access through every technological and other means.

While we have invented new technologies and continue to explore new ways of using technology to overcome distance, we have become increasingly sophisticated in recent years in our understanding of the limitations of technology when used merely for transmission of conventional instruction. For years, we have known the limitations of the classroom lecture but have persisted in transmitting it by television. (The marvel is that, notwithstanding such limitations, use of instructional television has continued to be recognized as a valid educational strategy.) Radio, film, audiovisual combinations and, in recent years, computers have all suffered through the simplistic distance learning applications we have devised for their use--the radio microphone suspended in the campus classroom or its more recent counterpart tape for playback in our cars and offices, the package of slides and films with taped narration, the computer program that takes textbook material and presents it in virtually unchanged form except for opportunities for stopping and starting to suit the reading rate of the learner. I'm sure you can add examples of other simplistic uses of technology that, while useful and indeed often crucially necessary, have failed to recognize that distance learning requires better learning strategies than can be tolerated on a campus. The wise college teacher knows full well that the learning demonstrated by students at final exam time is not only the result of their having heard the lectures. It is the result of the combination of the learner's experiences before, during, and after the lecture and in the learner's interaction with not only the content of the lecture but with other learners, other teachers, and other materials--the textbook, the quizzes, indeed the final exam itself.

The Learning System

In recent years, this understanding of learning as a total system has significantly influenced American education. It has had great impact on our schools and on the development of learning materials, particularly for grade school children. The ITV series now available are a far cry from the series we produced in the fifties and sixties. The CPB-Annenberg ITV series for college and adult use are sophisticated combinations of materials on tape and in print designed

for integrated interactive learning situations. (But, limited in their availability by another institution--the broadcast station and its schedule.) The British Open University's significant success in that country is in large part because of the total systems approach to the design of not only the radio, television, and print materials, but because of the careful attention to the total learning strategy employed--assessing, reading, viewing, tutoring, discussing, examining. The beginning efforts that are being made--some here at Wisconsin--to revise and adapt correspondence study to include audio and video are further examples of the application of broader systems approaches to distance learning delivery. We must do more.

While we do not yet know all there is to know about how learning takes place--how we cause humans to become educated--we know more than we apply. Pause for just a moment to consider that word, "educate." It comes from the Latin "ducere" to lead, and the prefix "e" or out--hence: to lead out. It means not to pump information into the learner but rather to cause the learner to be led out of a condition, to take action on behalf of his or her situation, to be a participant in the learning experience. Our appreciation of that distinction is at the root of the most significant changes that are taking place in education, including particularly education at a distance.

We know more about how people learn than we apply in our schools, in our colleges, and in our continuing education. An examination of our agenda for the next two days reveals that we are on a course toward greater understanding of the elements of the teaching-learning process. We will indeed be "led out" to improved skills in distance learning.

Five Principles of Learning

There are many principles of learning. Tonight I will mention but five of the most general and applicable.

One of the principles of learning which I have been attempting to apply this evening is to establish additional meaningfulness to the learning tasks we will pursue at this conference. Motivation for learning is greatest when what is to be learned is useful, is related to our experience, our interest, our values, and our future needs. Your motivation to attend this conference and to participate in its sessions is directly related to your perception of the value of what you will learn. That perception depends not only on what you have read in the conference announcement and brochure but also on what you already know or do not know, and on how you relate your own learning to your future work and progress. That applies to you and also to the client-learners you serve. It is a difficult and complex task, to motivate people to learn. To motivate people to participate in distance learning is perhaps less complex because we know techniques of persuasion that can be applied but it is no less difficult. Anyone who has tried to promote a distance learning experience to the general public, a teleconference, an off-campus credit course, a drive-in workshop, a teacher in-service conference, or a conference on improving teaching

at a distance knows how difficult it is to be successful.

A second principle is to make sure that learners have the background knowledge--the prerequisites, if you will--necessary for new learning. Without it, learners will have less success. If learner's don't have the prerequisite knowledge for a new learning experience, it must be taught and learned or we must choose to select only participants who have the prerequisites. We operate on many assumptions in distance learning situations and the assumption that learners have the background knowledge necessary for new learning is one of the most critical. Again, as an example, I hope that this review of the principles of learning that apply to distance learning will do a little to bring us all to a common level of background knowledge essential to the next two days learning.

Openness in communication is a third essential for success. The presentation should be structured so that the messages are open to the learner's inspection and understanding. That means we must make the objectives clear to the learner, give cues and point out relationships, demonstrate what we are talking about. We must always remember it is their learning we deal with and we must let the learners in on our designs on them.

Closely related to openness is the fourth principle--active, appropriate response. Because learning is an active process, we must ask learners to respond, to state what they are learning, to answer questions. Learners must take the information we present, reorganize it in their own experience and then develop applications. Sometimes practice is appropriate. When it is, practice should be distributed over time. Short periods of practice are most effective. If we can model the behavior we want others to learn, we must do so, for imitation is the quickest route to learning.

Finally, a fifth principle has to do with the conditions for learning and attention. We know that attention is important to learning--without attention there is no communication. So we must remember that variety, novelty, newness attracts a learner's attention. Anything that changes, forces new perspectives and hence attention. But also important as a condition of learning is that it be pleasant. All of us have learned much despite unpleasant conditions but generally we learn best when the environment is not aversive, frustrating, or threatening. Keep the relations with peer learners friendly, the environment positive, and learning will be enhanced.

The Systems Approach

The principles of learning, when applied systematically in a systems approach to instruction, can help to overcome many of the handicaps we face in distance learning situations. Remember, that a systems approach has two characteristics. It recognizes learning as an interactive process involving principles such as I have just listed, and it uses a scientific methodology of design. Such a design system includes assessing needs, planning strategies, designing objectives,

organizing implementation, and evaluating results for redesign. To the extent that we use these methodologies, we become systematic and increase our chances for success with our learners, our clients. Thus, we can compensate for the handicaps our learners face when they are distanced from their teacher, their fellow learners, or other resources by systematically designing their experience to be more effective and efficient and by implementing additional elements in the distance learning experience. For example, a teleconference can be an unsatisfying and hence ineffective learning experience if it is allowed to become a mere television viewing session followed by a pallid question and answer session involving unknown distant participants and having only chance relationship with the problems experienced by others. Instead, using what we know about learning and applying systematic development processes, we might plan the presentational aspects to be subdivided into shorter sessions and separated by problem-solving sessions designed for local participation by all participants and resulting not only in more useful questions but also in more positive and interesting statements of discussion results. The net effect of such a strategy would be a more satisfying experience for participants and a raising of the level of quality of the entire teleconference. True, the "expert" or "panel of experts" would have to modify the performance aspect of the session and become involved in designing a satisfying learning experience. Such a role may fit a teacher better than a star performer, but I assert that most of the teleconferences I have participated in were intended to be learning experiences and suffered most from lack of instructional design. Doesn't it make sense to you as it does to me that we improve the new distance learning experiences over their antecedents just as we improved the correspondence course over the reading of a book or the television assisted course over a lecture?

I am <u>not</u> here this evening to attempt to describe the perfect teleconference or correspondence course or other distance learning event. That's impossible to do in the abstract. Each event is a different specific instructional problem involving its own participants, presenters, content, and conditions. Each requires its own analysis and its own solution. I <u>am</u> here to plea for the systematic application of the principles of learning in each and every distance learning situation. If we were to suddenly begin doing so--or be <u>permitted</u> to begin doing so--we would probably frighten a few recalcitrant academics whose classroom teaching would suffer in comparison. We would find some faculty welcoming the satisfaction of real teaching accomplishment. We might even reach the elusive financial break-even point our administrations so anxiously seek. Certainly, we would see increased distance learning activity and attention.

My friends, we do not yet know enough about our science, the science of distance learning. It can be called a science rather than an art because at this stage of its development, the application of the scientific method to its improvement will yield the greatest results. We must, like scientists, experiment and conduct research in all aspects of distance learning so that we may know more. We must carefully assess our resources, document the needs, select our targets

of opportunity to excel. We must prepare for the increased demand that is building on and off our campuses, among "traditional" as well as "nontraditional" students, for formal as well as informal education. The question is not <u>if</u> there will be more distance learning in tomorrow's education. The question is do we in higher education intend to move into the future and respond to the demand for distance delivered educational experiences. If we don't, someone else will--but not as well. I believe we must assert our leadership in the regeneration of continuing education and meet head-on the challenges that it will pose.

I wish you success in the next two days as we learn from each other and reduce the distance between us.

Thank you.

IMPROVING TEACHING AT A DISTANCE

Design Strategies for Distance Learning

I. Any distance learning situation is a learning system and must be designed as one

   A. That does not mean that it need be "pedantic" (dull, slow-moving, mechanical)

   B. That does mean that it should artistically employ all the media of communication to their best advantage

   C. That does mean that it must be systematically planned to be effective

II. To be effective a distance learning situation must:

   A. Satisfy an important need

   B. Offer the participant cost advantages over traditional techniques

   C. Be technically "transparent"--i.e., any technology employed must not interfere with learning

   D. Be a part of a satisfying human interaction process

   E. Observe the principles of human learning

III. What are the principles of learning that apply?

   A. Meaningfulness--motivation is greatest when what is to be learned is meaningful

      1. Related to the learner's experience

      2. Related to the learner's interests and values

      3. Related to the learner's future

   B. Prerequisites--having the background knowledge necessary for new learning is important to a learner's success

      1. If learners don't have the prerequisite knowledge, it must be taught, or

      2. Select participants who have the prerequisites

C. Modeling--a learner will more easily acquire new behavior if a model to watch and imitate is provided

1. Label important aspects of the model

2. Show the model being rewarded

3. The model should be a person of high status

4. Modeling is especially important when teaching skills

D. Open communication--the presentation should be structured so that the messages are open to the learner's inspection and understanding.

1. Make the objectives clear to the learner

2. Give cues and point out relationships

3. Show what you are talking about

4. Use both visual and auditory elements so the communication is rich and full

5. Ask learners to respond--to state what they are learning

E. Novelty--attention is necessary to learning

1. Variety is important

2. Newness attracts attention

3. Change forces new perspectives and attention

F. Active, appropriate practice--learning is an active process

1. Require learners to answer questions

2. Ask learners to reorganize information presented and develop applications

3. Practice when appropriate

4. Distribute practice--short periods of practice over time are most effective

G. Pleasant conditions--learning is greatest when it is pleasant

1. Avoid unpleasant or aversive conditions and consequences (i.e., boredom, discomfort, frustration, threats)

2. Keep the learning environment pleasant

3. Make provisions for friendly relations with peer learners

IV. There are two characteristics of the systems approach to instruction

A. It approaches learning as an interactive process

B. It uses a specific methodology of design

1. Planning--planned, interdependent arrangement

2. Designing--objectives, status analysis

3. Implementing--environment, resources, constraints

4. Evaluating--student characteristics, feedback to learners and to redesign

V. How should a distance learning situation be designed with these learning and systems principles in mind?

A. Recognize all the parts of the system

1. Not just the content--<u>all</u> the elements: presentation, materials, local, interaction, physical surroundings as well

2. Make it possible for participants to contribute to the system design and development

3. Know the participants, their needs, and characteristics

4. Design specific plans for interaction by the participants--with each other and with the presenters

5. Share the authority/prestige with local leaders

6. Try out a prototype on a sample of participants

B. Prepare the participants in advance

1. Bring them to a common base of knowledge

2. Provide prerequisites or allow them to select out

3. Assure the participants of the session's relevance to their experience

C. Keep the communication open

1. Reveal your objectives and goals

2. Meet the learner's objectives

3. Check your progress

D. Build in variety

1. Vary presentation and origination methods

2. Change styles of participation

3. Change pace, build in surprises

E. Keep it active and interactive

1. Ask for response and demonstrate it

2. Let participants discuss and practice applications

3. Leave something for participants to do

4. Ask for questions at times other than at the end--break the presentation into shorter parts with discussion after each

F. Make it a pleasant experience

1. Make it easy to participate

2. Keep physical surroundings supportive

3. Allow for development of communication among participants

4. Take care of human needs

5. Give participants a sense of ownership by asking for their advice

Erling S. Jorgensen
Michigan State University
August 6, 1986

EVALUATING DISTANCE EDUCATION

Peter J. Dirr
Keynote Address
Distance II Conference: Improving Teaching at a Distance
August 7, 1986
Madison, Wisconsin

Introduction

Thank you for inviting me to share with you some ideas about evaluating distance education. It is, I believe, an appropriate topic for a conference that is focused on "improving teaching at a distance." Improvement connotes change and it is entirely appropriate to assess the impact of change.

That is often more of a challenge than most people think, especially because an assessment of change presumes that you know something about the condition of things before the change was introduced. How much do we know about the effectiveness of our instructional approaches today? And what does that say about the availability of baseline data against which to measure change? I believe the gathering of appropriate baseline data represents a challenge that is often overlooked.

Since what I have to share with you today is based largely on my experience with the Annenberg/CPB Project, I will start with a brief statement of the goals and objectives of that Project. Then I will describe how we have designed a research and evaluation program for the Project. Finally, I will share with you the findings of several studies, some of which are still in progress.

Along the way, I will refer to various reports and sources of further information, so you might want to keep a pen handy. In all, I will be referring to about 20 studies.

Goals and Objectives of the Annenberg/CPB Project

The goal of the Project is to provide increased access to high-quality college-level experiences to all Americans through telecommunications and information technologies. The Project has two specific objectives: (1) to create one or more collections of high-quality college-level materials using telecommunications, and (2) to demonstrate the application of telecommunications and information technologies to address the needs of higher education.

We have identified four target audiences for our activities. In rank order they are: (1) the distant learner, those persons who might like to pursue higher education but have not been able to take advantage of traditional opportunities; (2) the informal learner, those who might not be interested in college credit but do seek the intellectual stimulation that college-level materials can provide; (3) the on-campus student who might benefit from the availability of new, high-quality resources; and (4) college faculty and administrators who might appreciate new models of instruction and benefit from new resources.

Much of our research and evaluation to date has focused on television courses because they were the first projects we funded. However, in the pipeline are several other projects that involve the application of other technologies, especially computers.

Design of Our Research Program

We thought the best approach would be to design a research program around a series of questions. We identified seven areas:

1. Will the courses be academically sound? Will they use effective production approaches?

2. Will colleges and universities adopt the courses? What does the adoption process look like? Who makes the decision? On what criteria?

3. Will the programs be watched by informal learners? How many?

4. Which students will take the courses? How will they use and value the course components?

5. How can the learning effectiveness of the courses be assessed?

6. What is the best way to measure the effectiveness of demonstration projects?

7. Are there other targets of opportunity for evaluation that the Project should embrace?

Using these questions, we were able to design a variety of approaches that appear to complement each other nicely. We contracted with third party evaluators for the various components. Their reports are beginning to give us a broad picture of our progress.

Before sharing the findings with you, I would normally show a brief sampler of our video courses and remind you that each course includes one or more textbooks, a study guide, and often other materials such as audio cassettes or a book of readings. In the interest of time, and to give you an opportunity to ask questions, I will hold the sampler until the end of the session.

Findings from Selected Studies

Now we get to the heart of the matter. What are we learning about distance learning through telecommunications? In selecting the studies to mention, I have included those I thought would be of greatest interest to you. They are spread across each of the seven areas in our research and evaluation program.

Research Area #1: Will the courses be academically sound? Will they use effective production approaches?

For each of our courses, we take three approaches to answering these questions. First, each project appoints an advisory committee of renowned individuals--academic and production experts--to oversee the development of the project, review scripts and programs, and offer constructive criticism to the development team.

Second, at least one lesson from each course is subjected to pilot testing with students and faculty. Typically, this testing takes place at several two-year and four-year colleges and universities across the country.

Finally, we submit each of our courses to appropriate awards competitions and academic critiques. To date, these peer evaluations have resulted in our courses being recognized for their excellence on more than forty occasions.

Research Area #2: Will colleges and universities adopt the courses? What does the adoption process look like? Who makes the decisions? On what criteria?

The answers to these questions require a variety of approaches that will extend over several years. Through our video distributors, PBS Adult Learning Service and Films Incorporated, we track the colleges, universities and other organizations that use our courses each semester. We look at course adoptions, audiovisual purchaes, and off-air licenses. We look for trends across semesters to see, for instance, if course use is building or waning or if a particular course appeals more to two-year or four-year colleges.

Thus far, we have seen that: (a) our courses appeal about equally to two-year and four-year colleges; (b) adoption varies greatly from course to course, with The New Literacy accounting for well over half of all our adoptions; (c) adoptions are holding steady for our courses so far.

We will use this information in a variety of ways: first, to monitor the useful life of a course; second, to promote certain courses to additional colleges and universities; and third, to help guide future funding decisions.

We strive to view the adoption of our courses in a broader context of the general use of telecommunications by colleges and universities. So, in 1985, the Project co-funded with the National Center for

education Statistics the "Higher Education Utilization Study" (HEUS). This was a survey of all colleges and universities in the country to study the availability and use of video, audio, computer and related technologies. That study found that our course, The New Literacy, was the most highly used of all video courses and that The Constitution: That Delicate Balance and The Write Course were among the top 25 courses. Some other findings from that study might interest you.

- More than three-fourths of all colleges and universities use video and audio for instruction.

- About one-third of all colleges and universities use video for off-campus instruction and about one fourth use audio for the same purpose. These are the institutions that are using these technologies for distance education.

- One-third of all colleges and universities (some 900) offered one or more complete "telecourses" in 1984-85 and 9% offered an audio course, with public two-year institutions being slightly more likely to offer those courses than four-year or private institutions.

- The 900 institutions offered more than 10,000 video courses in 1984-85 for an average of 12 per institution. This is up substantially from the 6,000 to 7,000 courses offered by 735 colleges in 1979, the first time HEUS was conducted.

- The total enrollment in these courses was about 400,000 for an average of 38 students per course. This is down substantially from the total of 500,000 in 1979. It appears that the average class size has dropped from 75 to 38 as the number of course offerings has increased.

- Thirty-five percent of all institutions belong to video consortia, up from 28% in 1979. Most have held their memberships for at leasat five years and are satisfied enough with the services of those consortia that they plan to remain members for the next three years.

- Computers tend to overshadow audio and video technologies on campuses today.

- HEUS found that the most common uses of computers were for student hands-on learning about the uses of computers, and for the use of "general purpose applications software," such as word processing or electronic spreadsheets. The latter category is the fastest growing area of use.

- About one-third of all colleges and universities belonged to a computer consortium in 1984-85, especially four-year public colleges.

- Decisions to use audio and video were more likely to involve and be made by a senior academic officer of the college

whereas decisions to use computers were more likely to be made by the faculty themselves.

Well, I could go on for the next hour with results from HEUS. It was a comprehensive study of the terrain in 1984-85. The final report of the study will be available shortly from CPB's Office of Corporate Communications, 1111 Sixteenth Street, NW, Washington, DC 20036. The cost will be five dollars.

We believe the "numbers" we get from sources such as our distributors and HEUS are necessary, but not sufficient for our understanding of the telecourse adoption process. So, over the past year, we have funded two other studies to look at the adoption process.

Robert Blackburn and Terry Ging from the University of Michigan surveyed several hundred college administrators and telecourse faculty to probe the adoption process and the criteria used for adoption. Their findings fall into three categories:

1. They found certain course design elements that affect course adoption; namely, (a) the quality of the course content and production values; (b) the suitability of the level of difficulty of the course; and (c) the curricular adaptability of the course.

2. They also found what they call diffusion elements that affect course adoption: (a) the cost of the course; (b) the lead time available for preview and adoption; and (c) the sources of information about the course. Chances of adoption are highest when information comes from a familiar and credible source such as another faculty member or a telecourse coordinator.

3. Finally, the researchers found individual and institutional characteristics that are related to course adoption: (a) faculty and administrators with established positive attitudes; (b) institutions with histories of successful adoptions; and (c) the perception and expectation that the course could increase enrollments.

An executive summary of that study is available from my office.

The second study we commissioned to look at the adoption process was conducted by Robert LaRosa of the ELRA Group in San Francisco. He surveyed 154 college administrators and 154 faculty at two-year and four-year colleges that had used Annenberg/CPB Project courses in 1984-85. Here are just a few of his findings:

- Those 154 institutions had a total of 700 course offerings of our five courses. They were major users.

- Average course enrollments were 20 to 25.

- The median student retention rate was 80%.

- Colleges relied first of all on their own catalogs and class schedules to attract students to the courses and secondly on print advertising.

- Two-thirds of the colleges required class meetings during the courses. In future course offerings several would require even more meetings because they see these as the most productive form of student-faculty contact (as compared to correspondence or telephone contact).

- Eighty percent of the faculty reported that the telecourse students performed better than or as well as non-telecourse students.

- Three-fourths of these heavy telecourse users were members of video consortia. That is significant because course adoption was instigated more often by a consortium representative than any other source. That ties back into the Blackburn finding that the source of information is an important diffusion element.

- Adoption decisions are made more often by college administrators than by individual faculty members. That is consistent with the findings of the HEUS report. The faculty role in the adoption process at most institutions seems to include reviewing the course materials, preparing a course syllabus, identifying additional readings, and then offering the course.

- Most faculty report that the incentive and reward systems at their colleges are either neutral or positive toward telecourses. The positive characteristics included things such as greater instructional flexibility, higher quality of the telecourse students, and in a few instances, extra compensation. Only 20% reported feeling penalized, and the one thing mentioned most often was reduced contact with students.

- This study found that the telecourse adoption process takes an average of six months.

- The major reasons colleges give for adopting telecourses are: (a) to attract new students (consistent with the Blackburn study); (b) because of the quality of the course content (again, consistent with the Blackburn study); and (c) they provide colleges with an opportunity to offer new courses.

- The study identified three major barriers to telecourse adoption: (a) faculty resistance, especially due to a fear of being replaced; (b) their cost; and (c) incompatibility of available courses with current college offerings.

An executive summary of that study is available from my office.

I realize I am spending a lot of time on this area of the adoption process. We thought it was an important area to study and I hope you find the information helpful. I want to mention to you just one more study that we assisted.

Raymond Lewis of Portland, Oregon conducted a study of faculty use of technology for CPB's Office of Planning and Policy Development. He conducted focus group discussions with 173 faculty from eight colleges and universities that had used audio, video and computer technologies for on-campus instruction. The messages came back loud and clear. These faculty wanted several things from the technologies:

- o to use the resources as supplements to their regular classroom instruction;
- o To have access to portions of series in addition to or instead of the entire series;
- o to have better ways to know about the availability of audio and video programs and computer software;
- o to know what other faculty who have used the programs think about them;
- o to be able to clear the rights to use the materials easily and inexpensively.

The faculty saw the resources contributing significantly to their effectiveness by:

- o increasing faculty effectiveness, especially by eliminating some repetitive tasks and shortening course management;
- o increasing student effectiveness, in that they can speed up student learning;
- o motivating the students, for instance, through video's ability to involve the student more emotionally and intellectually than other approaches; and
- o expanding the learning environment to help students appreciate times, people, places and events not available in conventional classroom experiences.

Lewis documented many obstacles to the use of the technologies, including institutional policies, faculty fears, lack of funds, insufficient hardware, lack of time, the poor quality of available programming and software, lack of evaluative information, and confusion over copyright laws and policies.

A summary of that report is currently available from CPB's Office of Planning and Policy Development, 1111 Sixteenth Street, NW, Washington, DC 20036. Ask for Research Notes Number 11.

We now move to Research Area #3: Will the programs be watched by informal learners? How many?

We track the viewership of each of our courses each semester. PMN-TRAC, a research group in Sarasota, Florida reports, for instance, that in its first airing in Fall 1984, The Brain was available to 96% of all US households and was viewed in one out of every four US households. That means that over the eight weeks of broadcast, some 30 to 40 million people saw at least part of that course. The "average" home tuned in to two episodes of the eight. The course was especially attractive to younger families spread over a wide range of social strata and educational backgrounds.

The Constitution was available in 92% of all US households and about 15% of the households viewed the series. This converts to more than 20 million persons. The audience was slightly older than The Brain's but included the affluent and not-so-affluent, professionals, skilled and semi-skilled workers, and people not in the labor force.

Congress, The New Literacy and The Write Course were available in about half of all US households and were viewed by anywhere from three quarter million to 1.5 million persons. These numbers are small by television standards but significant in education terms. For comparison purposes, you might recall that in all of higher education in the United States, there are 12 million enrolled students.

Research Area #4: What students will take the courses? How will they use and value the course components?

We commissioned two studies to look at these questions. Executive Summaries of both are available from my office. Please ask for them by the name of the author.

The first was conducted by Ronald Brey of Austin Community College. He surveyed 8,000 students enrolled in 42 telecourses in Fall 1984. His major findings were:

- Over two-thirds of the students were female.
- Seventy-seven percent were older than the traditional college age. The proportion of women increased with age.
- Twenty percent were new students, drawn to the college by the television course. For 15% it had been six years or more since they had any formal education.
- Forty percent enrolled in the telecourse because an on-campus section of the course would conflict with their work schedules.
- For two-thirds of the group, this was their first television course.
- Eighty percent expected to view the lessons at home.

- The best way to "promote the course, according to these students, was the college course schedule. Newspaper ads and word-of-mouth were also effective for attracting new off-campus students.

The second study of student demographics was conducted by Valerie Crane, president of Research Communications Limited in Massachusetts. As part of a larger study that I will describe in a minute, she found that:

- Sixty-two percent of the students were female (consistent with Brey).

- Eighty percent were older than the traditional college age (consistent with Brey), with just under half being over 35.

- Fourteen percent were ethnic minorities (that parallels the national college population).

- Three-fourths were working full-time or part-time outside of the home. Another 10% were full-time homemakers.

- One-fourth were not enrolled in a degree program. The others were about equally spread across all four years of college.

- Almost all had taken one or more prior courses on-campus and about one half were currently enrolled in an on-campus course.

- For 57%, this was their first television course experience (relatively consistent with Brey).

- Most had high educational aspirations, with 40% expecting to complete a baccalaureate degree and another 40% expecting to get a masters or doctorate.

- Proportionately twice as many owned VCRs as the national average.

- The major reason these students chose the telecourse was convenience.

- And, consistent with Brey, most students learned about the courses from the college catalog, class schedule or brochure.

As I mentioned, these demographics were part of a larger study to learn how the students used the courses and how they valued the course components. The data were gathered through a series of focus group discussions with 200 telecourse students at 30 colleges and universities. The students were interviewed in the groups half way through the courses and at the end of the courses. The groups were drawn equally from students enrolled in all five of our courses in Fall 1984.

First we asked several questions about the television programs and print materials.

- We found that there is no single time of day or day of the week that is more convenient than others for students; if anything, Thursdays and Fridays are the least preferred days and Saturdays and Sundays the most preferred.

- A very interesting finding is that students prefer to view a full hour of programming in a single sitting rather than two half-hours at different times. This is consistent with what the students said in the interviews about their busy schedules and their need to juggle family, work and school responsibilities.

- We found that there is no single pattern for the use of the print materials, although the trend is to read the study guide before viewing and the text after viewing.

- The students rated the study guides and texts for our courses comparable to similar materials in other courses in every way.

  As a matter of fact, the students' overall assessment of the courses shows that they consider them comparable to other courses.

- They spend the same amount of time studying for these courses as on-campus courses.

- They rate the print materials equally difficult.

- And they express general satisfaction with the course, would recommend it to others, and would take telecourses in the future.

That study also taught us a lot about the importance of on-campus meetings, the ways students contact faculty, and so forth, but in the interest of time, I will not get into them now.

Research Area #5: How can the learning effectiveness of the courses be measured?

We wanted to see if there was some way to measure the learning effectiveness of our courses compared to other courses. We knew that there was a long history of such attempts and there were methodological pitfalls with this type of study, so we contracted with Richard Shavelson of Rand Corporation and UCLA to explore alternative approaches for The Constitution and The New Literacy.

The Rand team identified four approaches to measuring the effectiveness of the courses and concluded that it was possible but not feasible to conduct closely-controlled studies of effectiveness using traditional research approaches. The nature of telecourses, the types of students who take them, the substantial drop-out rates, and other factors make it nearly impossible, and at best very costly, to use traditional research approaches.

Instead, the Rand team recommended a quasi-experimental design that permits an assessment of the outcomes of telecourses in their natural settings, especially when they are offered over several semesters. They also argued that study after study has shown that the outcomes of telecourses are exchangeable with the outcomes of equivalent courses and that rather than focusing more effort in that area, attention should be devoted to studying the unique outcomes of telecourses.

That report is now available through my office.

Research Area #6: What is the best way to measure the effectiveness of demonstration projects?

As we contemplated this question, we concluded that each of the demonstration projects we have funded so far is so different from the others that it is not possible to have a standard approach to assessing their effectiveness. Instead, we have attached an evaluation component to each project that is appropriate to the goals of the project.

So, for example, when the University of Nebraska developed six videodiscs in science laboratory instruction, they hired a third party evaluator to assess the effectiveness of the discs in seven different settings around the country.

She found that the discs were very effective compared to traditional laboratory experiments and the students learned in about one third less time. She also found, however, that faculty members did not like the fact that students did not spend time talking to each other as they had in the "live" labs during "down" times.

A copy of the Executive Summary of that study is available through my office.

Another demonstration project, the Telecourse Enhancement Project at the University of South Florida, sought to determine whether electronic mail could be used effectively to overcome what some have called "the loneliness of the long distance learner." The evaluation of that project tracked three different classes of the Congress telecourse. The results are just becoming available, so it is premature for me to share them with you. I expect to have a report available for distribution soon.

A third demonstration project was the Electronic Text Project that looked at several applications of electronic text in higher education. In that case, a great deal of the evaluation was formative, documenting what it takes to operate an electronic text system, how to format information for electronic text distribution, cost factors in electronic text, a history of electronic text in higher education, and other similar issues.

The project resulted in 10 reports, all of which are available from The Electronic Text Consortium, c/o John Witherspoon at The Center for Communications, San Diego State University, San Diego, CA 92182-0301.

It is probably the largest collection of information about electronic text in higher education in the country.

We continue to take this approach of requiring evaluation studies that are appropriate for the goals of each of our demonstration projects. The Brown "hypermedia" project, for instance, is using ethnographic techniques to study changes in the learning process as this new pedagogical approach is introduced to three courses.

Finally, we reach Research Area #7: Are there other targets of opportunity for evaluation that the Project could pursue?

1. Home Information Technology Study, conducted by RTI for CPB and NCES, to measure the availability and use of telecommunications technologies in the home.

2. Uses of Correspondence Courses, conducted by Resarch Communications Limited to compare how students use correspondence courses to how they use telecourses.

3. The Market for Audio Augmented Courses, conducted by the University of Wisconsin-Extension, to study student acceptance of courses that have audio components.

4. Uses of Mechanical Universe, an Annenberg/CPB Project staff study, to determine whether colleges that were using Mechanical University had developed new materials to help students deal with the math required by the course.

5. Mechanical Universe Textbook Sales Study, another study conducted by the Annenberg/CPB Project staff, to probe the purchase and use of this textbook by persons not enrolled in the course.

These are students we could not have anticipated when we designed our research program but which have yielded important information. It is necessary to retain some flexibility such as this in designing your own research and evaluation programs.

I have come to the end, but it is only a beginning. We are committed to pursuing, with you and others, how best to use the enormous powers of the telecommunications technologies to improve access to high quality higher education experiences. In other words, how to improve distance education for more Americans.

I have described only studies recently completed or well underway. We are initiating new efforts each year and I hope to be able to share additional findings with you at future conferences.

If any of the studies I have mentioned interests you, please fill out one of these response cards and I will get more information to you. I will also point out that we have available the proceedings of a conference we helped support at Georgia State University. The report is entitled, Integrating Communication Technologies. If you would like a copy of that report, please write it on the card.

Now it is your turn. Do you have questions about some of the studies I mentioned? Or, are you interested in seeing the sampler of our video courses. But more important from my point of view, do you have information and experiences you can share with each other?

Thank you for inviting me to get the discussion started.

LEARNERS AND LEARNING AT A DISTANCE

Michael G. Moore
Keynote Address
Distance II Conference: Improving Teaching at a Distance
August 7, 1986
Madison, Wisconsin

In the July 1986 edition of the Open University's staff newspaper called Open House, Dr. Horlock, the president of the Open University, commented on how remote people at the center of a distance teaching institution can become from their students. At the Open University he said, "I am sure that there are still many staff who do not see students very often," and he asked those staff who hadn't seen an OU student for the past six months to make sure that they went out of their way to do so. It does seem remarkable that the president of an educational institution should have to exhort the faculty to make an effort to get closer to their students. However, it is not uncommon, is it, in conventional university education for faculty to become over occupied with the business of research in their field of expertise, with publishing and reading the works of other academics and with their university administrative chores? It is not uncommon to find teaching which overemphasizes the mere dissemination of information, giving too little attention to the needs, problems, and potentials of the students as a class and even less attention to the student as an individual. If there is danger of neglect of the learner in conventional education where the professor sooner or later meets the student face-to-face, there is perhaps an even more acute danger in distance education. As we academics in distance education work on our independent study guides or our audio tapes, we have a very specific perspective on the academic content which we have to present. As we work on each chapter, each section, each tape, we become more clear exactly what it is we think our students should learn about the subject. We have a sharp perspective on the content. However, we do not know who the student will be. We have only a general, vague idea of the nature of the learner. And what about the program designer or educational technologist? In distance education the program planners, program designers, and writers are the specialists who turn our content into a program. Their skills are in page layout, textual design, schematic presentation through drama and interview in audio or visual media. The energy and time of these specialists goes into the design and production of a product. In distance education there is usually division of the work of developing the content from that of producing the program and both these are separated from the work which comes later of using these programs for teaching. So both academics and

program makers do much of their work in distance education before students are enrolled. They work at a place and in a time separate from the place and time of learning. They have few opportunities for talking to or being influenced by their potential students as individual learners.

What I want to do today is to assess and discuss the role and work of those of you who are academics and those of you who are program makers from the point of view of the adult learner. I want to use that learner perspective to comment on program design and on instruction and very briefly on our present system of distance education.

Let us begin then by asking what it is that the adult wants when he or she contemplates enrolling in a program of learning, knowing that the cost of such a decision must be measured not only in dollars but, to the adult perhaps even more importantly, in time and in work which will be added on to the existing effort required by his or her employment and usually family responsibilities? In asking my question I have already expressed some opinion about the potential client. For these learners learning is a desired or essential extra; for them formal learning is not the main task of their day. When they enroll they do so voluntarily. They are not simply continuing in school because they do not know what else to do, which is the case with many younger students, and because they are continuing their preparation for adult life. The young person preparing for adult life may well regard all learning as of benefit and be prepared to learn indiscriminately; or adult learners have more specific goals in mind when they become students. Generally they are in a condition of security both psychological and financial and while many young people are frightened at the prospect of dropping out of school, if the adults' needs are not met they will withdraw and save their time, effort, and money. Furthermore, because he or she is an adult, the person who enrolls in our program may even less be considered an empty vessel than the younger student. Most have experience in employment; many are seeking to learn more in fields in which they already know a great deal; and they all to a varying extent have that understanding about themselves and about interpersonal relations that can be included among the benefits of maturity. As we all know, the adult is usually a more demanding learner than the youth. However, in case I appear to suggest the adult is an intimidating student, let me say that that is not my view. Adults who volunteer to learn are risk takers. They are, on the one hand, exposing themselves to change, possibly to profound change in their whole person as a result of the educational process. The learner, in enrolling, acknowledges publicly his or her shortcomings. A child lives with a self concept of not knowing, of being dependent upon others who know more, of being directed, of having things explained. The adult has a self concept of being able to cope, of being independent, of knowing enough to get by, in work, at home, in the community, through knowledge and understanding of the culture in which he or she lives. Thus the very act of entering a learning program is an acknowledgment that he or she does not know enough and is not coping well enough. This admission is a threat to the self concept, accompanied by the even greater threat that within the program he or she will change from the person he knows to a new person he

cannot yet more than imagine. If you do not understand what I am trying to say, recall the person of Rita in the film, Educating Rita, or if you have not seen it go to a video store and obtain the best insight into the nature of the adult learner that has been portrayed on film. Rita summarizes the threat posed to the adult who learns. In describing her own motivation to learn, she was she says "trying to find myself." I know that not all learners are motivated to find themselves but many who could not say so, or would not, are in some ways seeking to find in themselves somebody different from the person they already know. Others will find, as an inevitable part of formal learning, that they will experience changes in themselves. Most are aware of this; even those that are not affected by it. Normally the expectation and experience of change in self leads to increased anxiety. Nearly all adult learners experience anxiety about learning. The more accustomed one is to learning the less likely one is to be anxious. Everyone in this room is an accomplished adult learner and is both competent at deciding what to learn and how to achieve those objectives. I have been told many times, however, by adults who are inexperienced as learners that they were "terrified" and also "petrified" when for the first time they had to attend an educational meeting which required remaining in residence and eating in a common dining room. Their fear of having to present the first written essay and exposing their views to an instructor can be imagined. Outside the role of learner, our adult is psychologically secure and will usually treat we instructors with greater tolerance and consideration than the younger students. Once anxiety has been relieved and when the instructor is no longer associated with the learner's anxiety the learner is usually able and willing to accept the instructor as a person and to understand the instructor's difficulties. It is perfectly safe and acceptable to give up the traditional authoritarian role of the child's educator when working with the adult learner. The adult learner is ill-served and may be unforgiving when one holds on to the vestiges of that authoritarian role.

These few comments about the adult learner were derived from my question; let us now return to that question. What does the learner in a distance education program look for, and how does this determine our behavior as instructors and managers of distance education systems? Now, I will suggest the learner is looking for at least five qualities in the distance education program. First, the learner is expecting to have communicated to him or her a body of knowledge, sometimes a skill or skills, and very occasionally new attitudes or feelings. Most commonly the learner seeks knowledge. This is sought at all levels in every field of specialization. People enroll in courses to compensate for neglected high school education; they seek college credit courses; they take noncredit courses in a plethora of subjects for no other purpose than to improve their general knowledge. They seek practical knowledge when they first become parents, home owners, members of the town board. They want to know more to remain up to date on their professions and vocations. What do they expect of knowledge contained in their programs? That it be up to date and authoritative. The distance teaching institution, therefore, must ensure that the content of its courses be prepared by recognized and accepted academics whose academic responsibilities must be measured by the same standards as

their peers, which at the university level includes an output of research and publications. It is essential that the knowledge base of our distance teaching programs has full academic credibility. To maintain credibility it is important that knowledge is current, and therefore distance education programs must be subject to continuous revision. This knowledge has to be organized and then communicated through the media in ways that are helpful to the students. As well as the strengths of adulthood, learners have constraints and difficulties which affect when they can learn and where, and they look to the communication media to facilitate their learning at times and in places which are convenient. There are differences, too, in how they learn. One learner has an analytic cognitive style, and has great difficulty in watching television before he has read a text, while to another with a global cognitive style television introduces ideas in a manner which then stimulates her further reading. Each learner expects the distance education programs to be structured in a way that satisfied his or her particular learning style. So, in summary, the first expectation of the learner is that knowledge in which he or she has confidence is organized and communicated in a way he or she finds most understandable.

The learner's second expectation is that knowledge which is presented will be accompanied by guidance in study. This element of study guidance is one of the most important distinctions between an educational program and other kinds of communication. It is because guidance is needed that we have a process in distance education called program design. The author of a book, for example, is allowed to assume that readers will look outside the book to some unspecified resource if they need help in understanding the book's contents. The author of a distance learning program may make no such assumption. On the contrary, every effort should be made to anticipate all possible questions and difficulties and to provide such assistance that might be needed within the context of the program itself. Please note that by program I always mean the educational program not program in the sense of broadcast program, and educational program is invariably a multimedia program, so that guidance in the study of the content in a film can be given in print, or the study of print material might be guided by an audio tape. In the case mentioned above, study guidance in print might well suggest a different learning strategy for learners with an analytic style and another for the global without of course using such terminology. In addition to suggesting strategies for learning, other aspects of study guidance include a statement of the learning objectives for each part of the course, structures within the text and audiovisual presentations which indicate interrelationships among the various concepts, devices which encourage the learner and which sustain motivation and attention. Put yourself again in the place of the learner and consider how much more difficult it must be to keep interest in volumes of prose exposition compared with a text which contains photographic illustrations, cartoons, and diagrams, self tests and other informal exercises, interspersed with periods of tape for viewing or listening. Even the text color, layout, typography, and paper quality influences the extent to which the learner will return with pleasure for further study.

The third learner need. Learners need to do something with the knowledge which is communicated in their multimedia programs. Most commonly the program is designed to include the opportunity for writing of two kinds. Informal exercises give the learner occasion to reflect, to summarize and synthesize, to analyze, consider, and criticize what has been heard, seen, or read. More formal assignments must be submitted to an instructor and these provide the opportunity for a sustained and disciplined writing effort, one of the essential and most valuable ways in most fields of bringing students to actively interact with material with which otherwise they would be merely spectators. Of course, there are techniques for interaction with material besides writing, including projects, exercises, calculations, research, interviews, experiments, painting. The possibilities are determined mainly by the particular field of study and the learning objectives of the course.

The fourth learner need. Having created a product in writing or otherwise the learner wants a response. The learner wants to know "Did I understand what the instructor has written?" When asked to criticize a book or play or to compare and contrast political systems or to explain the results of a scientific experiment, the learner wants to know "How does my criticism or explanation compare with those of other students? Others in the academic field of study? The instructor's view? In distance education, learners are nearly always alone, and there are no verbal or nonverbal cues from either instructor or other learners to indicate the value of the learner's ideas and creations. Such feedback has to be designed and facilitated. In most fields of learning, it could be in writing but some kind of response based on some form of computer assessment of the learner's input is quite common. This is usually in addition to those assignments which are submitted to an instructor. Most such communications between instructor and learner even in the richest distance education systems is by correspondence through the mail. The instructor's part is to evaluate this written work and also to use it as a trigger for further instruction for each individual learner. This might take the form of questions for the learner's further consideration, a correction of a misunderstanding or tentative views of those expressed by the learner, suggestions for further reading, writing or other work. Wanting a response, the student should receive both evaluation and instruction.

Fifth learner need. At some time the adult learner experiences unanticipated problems arising from and within the course of study, and also problems outside study which intrude on the effectiveness of the study. Most people from time to time need assistance in dealing with these problems. Opinion at the Open University, especially the opinion of students expressed in a number of research surveys is that a key ingredient of the university's success has been the availability to students of a local advice service. Staff are given training to help students with such matters as developing their study skills, preparing for a new course, developing examination technique, dealing with the effects on their education of financial problems, ill health and domestic crises. Perhaps most important is the help given dealing with an otherwise impersonal bureaucratic and apparently inflexible administrative system.

Given these needs of the adult learner who enters a distance education program, what are the implications for program design? To design a program which meets the learner's needs for not only authoritative knowledge but also guidance in its study and excellent instruction, it is essential to recruit the services of not only competent academics but also educational technologists and specialists in adult education who can work with the content specialist in designing the program. In fledgling distance education systems which I see in Wisconsin, I see an unquestioned expectation that course content will be provided by competent academic yet there appears to be an unquestioned expectation also that the same academic whose full time job it is to keep abreast of the field of knowledge can simultaneously be an expert in distance program design. This is an unreasonable expectation. It is almost as unreasonable to expect this same academic to provide evaluation and instruction by correspondence. In the successful foreign models of distance education both instruction and program design are separate specializations from the professing of an academic discipline. Of course, academics develop some expertise, as they also develop expertise in broadcasting if they work often enough in a studio. However, as we would not expect them to produce well designed print, audio, and visual learning materials without specialist support. Incidentally, I'm quite sure the reason many academics are unwilling to provide learning objectives in their teaching programs is because they do not understand their value or know how to write them. In distance education they are essential, and the institution must ensure expert help is given in their construction. Certainly some of the locally produced materials I have seen would be improved by the participation in the program design stage of a competent educational technologist, and their use would be improved if instruction and learner support was managed by people who specialize in the study and practice of these arts. A second observation about program design refers also to the media of communication. It is obvious, but I believe necessary to restate, that in the design of distance education programs we must not start by thinking about media. It is essential to begin by developing an understanding of who is learning and what is to be learned. Then we could select specific media to achieve these objectives which can be achieved more effectively and efficiently by that medium compared with all others. There is no one medium which meets all the needs of all learners in all subject areas. Specialists in no one medium can design a high quality learning program unaided. To meet all the needs of the learner it is essential that when designing programs the specialist in each available medium work in partnership, and in partnership with the academic and educational technologist. Otherwise the consequences will be fairly familiar. Quite typically, programs are offered on one medium which should be on another, while on the other is a certain part of a different program which would be better on the first. Printed independent study courses are produced with no audio or visual components, or high quality audio materials are produced accompanied by mediocre printed study guides. Our students suffer the curse of what I call the single medium fixation.

Third, a comment about instruction and student support. Put quite simply, since our research confirms what common sense suggests, that adult learners vary greatly in their motives, in the strength of their

motives, in the way they learn, and the problems both academic and personal which influence their learning; since most distant education programs depend on materials which are mass produced and not all learners are able to adapt these materials to their own conditions, motivations, and learning styles, the question is: should every distance education system make provision for some sort of learner counseling or some other kind of personal support for each individual learner in an otherwise mass education system? I believe the answer is that the maximum ingenuity should be applied to establishing learner systems to give individual support locally to those who learn through distance medium. I use the word ingenuity because I believe there is a wide range of possible ways of giving support. I believe the answer to the problems of building a learner support system is like most distance education problems--one of reorganizing and restructuring the resources to provide every learner who wants it with an understanding listener and an intermediary within the learning system. Problems which cannot be dealt with directly by the student in communication with the center of the distance education organization can be taken up by local advisors, or by the learner after consultation with local advisors. These advisors do not have to be professional counselors, nor in full time employment of an educational organization. They merely have to be accessible to the learner and in close touch with the specialists at the distance teaching institution. Suitable arrangements between a central distance teaching institution and local partners can be created in such institutions as hospitals, vocational schools, public schools and colleges, work places and public libraries. I will go so far as to assert that whatever your learning system and content, your learners will be more effective and your learners will feel better served if there is a student support system of some kind and that there is no organization that such a system could not be designed for. It should be regarded as an essential investment to ensure the proper exploitation of the much more expensive distance teaching materials.

I think there is a second important area of activity which must be carried on at the local level in a distance education system. If we return to our adult learner's expectations and needs and go back to the time when the adult is just thinking of becoming a learner, that adult has become aware that some part of her or his life would benefit from learning. How and through what process this awareness originates, is itself a very important question. When "the part of life" is in a place of employment, it is quite likely the awareness comes from advice given formally in career development counseling. Apart from learning in employment, however, a raised awareness of need to learn is always a result of chance. The single greatest area of weakness in our distance education system, closely related to the weakness in student support is the almost complete failure to provide to the potential client and the entering client, an advisory service. Adult programs in general and distance learning programs in particular are planned either on the basis of what is of interest to the enthusiastic professor or what the institution feels must be good for the learner, or are planned in response to the demand of an articulate minority of the adult population. I suspect that at the present time our telecourses are addressing the needs of this articulate minority. Outside work, it is very rare for any one to approach the adult to identify his or her

needs to learn. Those who come forward do so either because they are experienced students, perhaps already in a college program, and so we have the phenomenon of more educational resources being given to the more highly educated than the less well educated, or because they respond to an advertisement, or hear about our programs from a friend, or are persuaded to take a course by a family member, very often a growing child. Yet, a great number of learner needs come from the adult's particular stage of development in the adult life cycle. Think of the need for learning of the new mother, the person returning to work or college in middle age, the child of a dying parent, the spouse of an alcoholic. We will not begin to maximize the use of our educational resources or begin to deliver services to more than the present minority until we establish a systematic local service for assessing needs and helping learners enter the system, and building new programs on the basis of the needs which are identified in the field. As I said before, the infrastructure of such a system is in place in the public library system, county extension office, and the network of educators already employed by our agencies. What is required is a shift of emphasis in their roles away from being content specialists. Leave the content to the centrally located content specialist. The design of content is now better managed centrally, and its delivery can be through communications media. Several vital activities however can only be performed where the learner is. The first of these, vital for both learner and educational institution is needs assessment. We should raise the awareness of our field staff and our teachers on this and train them to do it.

At the present time our systems are meeting the needs of only a very small proportion of the adult population. I have even heard of one telecourse in which only one student was enrolled. The enrollment in many of our courses at the state level can be measured in hundreds at best and often in dozens. It seems as if American distance educators are unable to advance from a stage of development reminiscent of the early auto builders where a handful of craftsmen struggled with small amounts of capital and a low level of specialization to build a meager output of vehicles for distribution at high cost to an underdeveloped market. Distance education which will meet the needs of large numbers of the population requires some, though only some, of the applications of industrial techniques in education. These include centralized design and production with local marketing, systems design in course production, specialization of work among the staff, including division of labor between academic course writers and instructors, and a form of management, direction, and control different from that of conventional university government. Conventional educational institutions appear not unwilling to address the needs of adult learners. The idea of continuing lifelong education has long been accepted, though there is still wide misunderstanding and ignorance among academics about the adult approach to curricula and to learning. Nevertheless, it is not for lack of good intentions that we seem unable to fulfill the goal of meeting the adult's lifelong learning needs, but rather the inability to organize a system which will manage both the instruction of adults at a distance as well as the generally younger person on campus at the same time. It is because conventional institutions were unable to meet the needs of adult learners on a large scale in other countries that in

recent years a special kind of institution has grown up. In this country there is no national open university. The conventional institutions of higher and further education struggle to provide education for the same kind of learners they always served, the same kind of programs they always provided, by the same kinds of teaching methods; namely, a face-to-face craft method with one person doing all the planning, all delivery, all interaction, all assessment. At the same time they try to expand their offerings into the different world of distance education; that of the adult learner with more specific learning needs, often concerning adult problems, community, and social needs as well as academic and vocational. At times the response of the conventional institution has been to try to restrict the development of distance education. The UK universities tried to stop the establishment of the UH OU, saying they were already meeting the needs and if given more money, could meet any that were still unmet. A similar response was heard to the proposal for a Wisconsin open education system in the early 1970's. There is a tendency I think still for institutions to claim either that the needs are not there or, if they are, they will meet them in time. The answer to the many needs of the adult learner is neither to deny their existence nor to construct a new super institution. The answer probably lies in various collaborative arrangements among the various agencies with interests in this area. We see now the development of consortia in which the member agencies specialize and produce for a market beyond the agencies' traditional markets and beyond the agencies' own state. There is a special need for collaboration in a state like Wisconsin which has such a rich range of educational institutions. There remains, as was identified by the Open School Commission of the 1970's, the need for an extra-institutional coordinating system along side the regular educational system. This would link up the educational specialists in each of the various state agencies, pool education resources and develop distance education expertise. It might also contribute to the coordination and integration of distance education delivery systems statewide.

I began this discussion with a review of the five elements which I suggest the adult learner looks for in the educational programs. I have suggested that these needs will be met through improvement in program design procedures, especially when we move from a craft system of program design to one which employs more technical specialists. I suggested also that improvement would require the development of a system of needs assessment and learner support, especially when we progress from distance teaching for credit to distance education to meet the needs of the adult in his/her personal and social development. To make changes in these areas I have suggested there is opportunity for and need for measures which would lead to greater collaboration between the existing educational agencies. Such changes would lead, I believe, to a much improved distance education provision for a far larger number of adult learners.

TEACHERS AND TEACHING AT A DISTANCE

Dee Brock
Keynote Address
Distance II Conference: Improving Teaching at a Distance
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Thank you very much, Luke, for that warm and charming introduction and thank you for having me back to Wisconsin. It's always a pleasure to come.

As you perhaps know, public television's motto for the last couple of years actually has been "TV worth watching." And even from time to time for those of you regular viewers, TV worth paying for. We think it is also TV worth teaching and that brings us, in fact, to the major subject of our meeting this morning, and that is, teachers and teaching at a distance, and particularly, teaching at a distance through television.

I think all of us would say here having read our educational theory, and I hope believed in it as well, that learning is really at the center of our enterprise. Yet we all know that teaching is the way we get to the center, whether that teaching is involved in face-to-face communication or if it includes students studying on their own through books. It includes television and all those things that educational institutions do to arrange things so that people can learn, to encourage them, to coerce, to conjole them, to do whatever it takes to make that learning process happen.

Today, I would like to talk about that teaching part of our learning enterprise, leaving aside for the moment the other missions that I know educational institutions have, particularly the research mission, and concentrate instead on the teaching mission.

I think we all know there are many myths about teachers. I don't think that I would have to use a very long description to get you to see the stereotypes we all have. If you saw a cartoon figure of some woman who was ramrod and uncompromisingly straight, had her hair pulled back in a bun, had a ruler in hand tapping the other palm, you wouldn't have the slightest hesitation in saying that this person was a teacher. I expect also though, if I ask you right now, to contemplate the ten people who have had the most effect in shaping your life and your successes, I would be very surprised if more than one of them didn't turn out to be a teacher. And I would bet that this person did not

have an uncompromisingly straight back and her hair pulled back in a bun. So teachers have many different faces, many different charms, and they have enormous impact on the lives of all of us. It is unfortunate that I think many people believe, and perhaps it is true, that it is that ramrod straight teacher and the various counterparts in different configurations that have given education a rather bad name.

So, for example, in the public television community, it was quite an uphill battle, as Luke knows very well and some of you too, to encourage and convince many station managers that education was not synonymous with dullness and boredom. And I expect that many of you who have children in schools right now are fighting that same kind of myth with your children.

I think it is clear that the teacher, as far as the learning enterprise is concerned, can either be the gatekeeper who firmly keeps the door to enjoyable learning closed or the door opener who clearly and enthusiastically opens that door for learners who want to move forward.

Ever since I have been involved in television, and as Luke said it has been awhile now. I started in 1974 developing a course in Dallas, Texas, and I have moved from being a rather skeptical teacher, for I was a classroom teacher, who thought that television ought to be used for education more than it was but probably it ought to be used in someone else's discipline rather than mine. When I learned that Dallas was indeed interested in developing a course in my discipline, which was English, I thought I might as well give it a try as anyone else. I moved from being a skeptic to the zealot you see before you today. But all the time I have been in there, I have heard this myth about teachers and I am convinced now that it something of a myth, if not entirely one, and that is that teachers are always resistant to using distant learning techniques, resistant to technology, or if not resistant, at least apathetic.

Well, I think there is some truth in those descriptors, but I don't think that is all there is to it. Yesterday, I was reminiscing with a number of old friends and we all said you know we have been going to conferences like this now since 1974. And at these conferences we all stand around and we make many of the same comments of joy and progress and many of the same complaints about this and that. And always we complain about teacher resistance and apathy; and yet, things have changed.

I think Dr. Erling Jorgensen's remarks in our opening session can tell us those major changes that are happening to us as far as our demographics, our environment is concerned. We don't have to be very astute to realize that those students which we called nontraditional when I started working with television are rapidly becoming the typical students on our campus. In fact, about five years ago we quit calling them the nontraditional students and starting calling them the new students. And they are not even very new any more because more and more we see that the students who are filling up our classrooms and filling our course enrollment rosters are, in fact, distance students, adult students, students who are over the age of 25, and students who

are part timers. And even those students who fall into the more traditional age brackets are, in fact, more and more part time students. And all of these things auger change for us. And, therefore, it behooves us to look to change. And so we have to ask ourselves, is the faculty aware? Are they concerned? Are they in fact apathetic to these changes, resistance to these changes? And if they are, as a total group, where does that leave us?

Well I think there are changes in the faculty attitudes, and I would like to present some evidence to that effect. Not to discount altogether that there has been a revolution, but rather that we are with faculty, too, in the midst of an evolution. One part of that change I would like to tell you about has to do with the adult learning service. It happens that on August 29th we will celebrate our fifth year anniversary, and it has been a really exciting five years, certainly the most exciting of my professional life. I would like to show you some of the things that have happened because I think they do demonstrate that there is some kind of change going on out there. And so, if I can make the technology do my bidding. (Would you turn on the slides please? Thank you.)

When we started the adult learning service, we really didn't know what to expect. We didn't know if the stations in the public television community would enthusiastically support and involve themselves in adult learning or not. We were pleasantly surprised that about eighty percent (80%) of the stations joined us in the very first year. That didn't leave us very much room for progress, but I think you can see that every year the number of stations has in fact increased; and in fact, this coming term we expect to have about ninety-five percent (95%) of all the public television stations working with us. Now, that leaves five percent (5%) that aren't. Not much room for improvement, but I want to know we are working on them, every one.

Here is what happened to students. Again, we hardly knew what to expect and we were very pleasantly surprised to find 55,000 students enrolled in the first year of the adult learning service. And even more surprised, and pleasantly so, to see that every single year the adult learning service has been around that the number of students enrolling in courses has gone upward. We love the looks of those stair-step graphs. In fact, this past year something over 155,000 students enrolled so that all together more than a half million students have been served by the adult learning service.

But here is what made it possible for those students. Without the colleges and the stations working together there is no adult learning service. We really are a series of overlapping partnerships that we serve. And here again, you can see a steady climb of college participation, from something about 500 colleges in our first year to something over 900 in our fifth year. And as Luke says, this past April we signed on our 1,000th college, and right now, we expect that we will have over 1,200, in fact we have over 1,200 now, we perhaps will go up to about 1,300 by about the time this fall semester is over in our new five-year period.

Now, one of the things that particular chart shows, I believe, is that the faculty must be on board to some extent. Someone is teaching those students, and every year, more colleges come on board. Every year they offer more courses than they did the year before, and someone is teaching those students.

As it happens, when I worked with Dallas, one of my jobs was to go around and consult with the colleges who were using Dallas courses. And I also participated, I am happy to say, in a lot of conferences like this one, and many other workshops. And one of the things that came clear to me, though it took a while for it to sink in, was that it wasn't that teachers in general were resistant or apathetic, it was teachers who were not involved that were resistant and apathetic. Teachers who did involve themselves in television courses almost always liked those courses. They enjoyed them. They had a good time with them. They liked what they did for their students. It just seemed to me that in fact they were enthusiastic--some certainly more than others. In fact, it became so apparent that after I came to Washington and began to work with the adult learning service and again saw that we continue to have more and more users of our courses, I began to think that we were giving faculty a bum rap.

Maybe we ought to take a closer look at what faculty really thought; and in fact, at the conference last year I shared with you some preliminary results of a research study that we did. Now, I confess to you it was not designed to be a scientific study. We had two questions we really wanted answered. We wanted to know if teachers really liked teaching television courses. We were not interested in what those who didn't teach television courses thought about them. We wanted to know if those who did teach them really liked them, or if in fact, they felt they had been unfairly thrust into this arena. They had to teach them to keep their jobs. They were just doing it for the money. We wanted to know if they liked it, and we also wanted to know if they would teach television courses again, which we considered to be a real measure of whether they truly liked teaching them or not. And we also wanted to know what made good television teachers.

Our approach to this problem was to call 50 administrators, well actually we sent questionnaires to all of our telecourse administrators in those colleges that had used the adult learning service for more than four semesters. We consider them to be good users, meaning steady users. We asked them if they were interested in participating and if they would recommend college faculty. The result was we had 50 colleges whom we included in our study. We called the administrator of those colleges and asked them to recommend from three to five faculty in any disciplinary area they chose whom they considered to be good college teachers of television courses. And then, we conducted telephone interviews with those faculty.

Now, we didn't conduct telephone interviews with all of the recommendations. We conducted this study in the summer. We were unable to reach them all. The result was that we had 50 faculty whom we talked to. We tried to spread them out across various discipline groups, spread them out across different geographic areas, different kinds of institutions--two year, four year--and other kinds of descriptors that would give us a cross-section of faculty.

And our findings were extremely exciting, most pleasurable. But in fact the results were almost so good that we began to doubt whether or not we had anything that we could share with others. For example when we asked these faculty, "Do you like teaching television courses," one hundred percent (100%) of them said yes. When we asked them, "Would you teach a television course again," one hundred percent (100%) of them said yes. When we asked them if they were doing it by choice, and all of the other questions that we hoped would give us a sense of how much they liked it, it was just overwhelmingly positive.

Now, that is not to say they didn't have their criticisms. They didn't like the book here. They didn't get the information there. The test questions in the faculty guide were inadequate. There were many criticisms, but their overall response to it was positive. So we began to think we need to do something more, and the path we chose was to go back and to interview the administrator who was in charge of the program that that particular faculty person was working for.

What we found there was that, in fact, one of the reasons those faculty liked what they were doing with television courses was because they had good administrative support. In fact, we can summarize what came out of that study by saying that when we asked faculty "Why do you like television courses," we go three answers consistantly and overwhelmingly. The first one was they liked the way the courses served students. They were interested and commited faculty. They wanted the students served. They recognized that television courses were doing it very, very well. The second thing was they liked the quality of the courses. And the third thing was that they saw it as a way toward professional growth. Now this one wasn't nearly as important to them as the fact that they liked their students and wanted to help them and they thought the courses were high quality.

When we talked to the administrators about what makes the faculty good; and why is it that you think your faculty like doing what they are doing; and why do you as an administrator want to use television courses, we got similar answers. So for administrators, they said the main reasons that they wanted to use television courses was because it served students. They thought it would increase enrollments. They thought it performed a good function for their institution. The administrators also said that they thought it did contribute to their professors' professional pride and that they believed the administrative support was very important, in fact, to the faculty feeling that they were doing a good job.

This prompted us to look elsewhere for some other kind of more objective kind of surveying of teachers to find out their attitudes and to find out their needs, and to find out how we could do a better job in approaching them and helping them. On the opening day of this conference, you heard Peter Dirr describe rather briefly two studies that the Annenberg CPB project has funded. I would like to tell you some more about those studies.

We were cooperating with them and trying to design the studies so that we could have some answers to some of the things we wanted, as well as

Annenberg finding things out about their own courses. Now, I should tell you that both of the Annenberg studies I am going to describe to you now looked only at faculty and administrators who were teaching Annenberg courses, so these did not look at television teachers or administrators across the board.

Both of these by the way were completed in April of this last year. Both of them are available in executive summary from the Annenberg project. The Ellworth Study I have slides for, which I would like to share with you. But to set up the kinds of people they looked at: they did look at colleges--two-year and four-year colleges--using Annenberg courses. They examined faculty and administrators, 154 of each set. They saw that most of the colleges, seventy-five percent (75%) of them in fact who were involved in the study belong to television consortia and that ninety-four percent (94%) of them depended on broadcast to deliver their television programs. There were maybe forty percent (40%) or so who used cable, most of them in addition to broadcast.

There were a lot of myths, I think, that might be destroyed by this study. For example, I think that most people believe that the faculty who teach television courses are part-timers as a whole, largely. The study was not designed to reach any particular kind of faculty, most of them were full-time faculty members. Another thing that perhaps is important here is that about half of the faculty in the study had taught television courses before and half of them were new to it.

Here are the reasons that the administrators gave for adopting courses. Now one of the characteristics of this study is they did not ask the faculty and the administrators the same thing always. When we get down into some of the other questions you will understand why I have a certain amount of frustration with part of it because I wish I knew what the faculty thought about some of these things.

The twenty percent (20%), the first figure you see, is course quality. So twenty percent (20%) of the administrators chose quality as the reason for adoption. Thirty-eight percent (38%), course content. Fifty-three percent (53%), new students--they thought it would bring new students in. Eleven percent (11%) because they thought it would increase the efficiency of their operation, and thirty-five percent (35%) wanted to try something new.

Now, how did they go about adopting these courses? Well, the first step in the telecourse adoption for most of them was the (I really think this question was posed something like "How did you hear about" "How did you learn about television courses?") and twenty-five percent (25%) of them said they heard about it and learned about it and the first step toward adopting was in fact a consortium. Twenty percent (20%) had a prior experience that lead them to think this would be a good way to go. Fourteen percent (14%) said that they heard about it from some other administrator. Remember, this is an administrator question. Fourteen percent (14%) said they heard about it from PBS; eight percent (8%) from promotion materials; five percent (5%) from the Annenberg CPB folks, and three percent (3%) from their faculty.

Now, what happens next in the adoption process? Well, fifty-four percent (54%) of them get preview materials and examine them. Again, this is an administrator question. Fifty-two percent (52%) take it to a committee; eighteen percent (18%) go to the discipline department; fifty-five percent (55%) go to faculty and eighty percent (80%) go to the administrator or some other administrator to get permission.

Who are the key players? This again is an administrator's question. This administrator said the key player is the administration--ninety percent (90%). Fifty-six percent (56%) said the faculty is the key player. Twenty-two percent (22%) said committees--senate committees, faculty committees--are key players, and twenty-one percent (21%) said their consortium were key players.

Here is another administrator's question. What are barriers to telecourse adoption? Only five percent (5%) considered the quality of the materials to be a barrier. Twenty-seven percent (27%) considered the content of the materials to be a barrier. I think that might be interpreted as this course does not fit the curriculum that we have at our institution. Fifty-one percent (51%) considered organizational matters, particularly faculty organizational matters, to be a barrier. Twenty-two percent (22%), operational problems; twelve percent (12%), faculty fear of replacement; and twenty-five percent (25%) the cost. Now, note that the faculty indeed comes into play here in the administrators' view on two occasions. First, their fear of replacement, and secondly, some sort of structure the faculty might have set up, such as departmental approval or senate approval of some kind.

So what are the strategies then that the administrators adopt to get the telecourse adopted? Fourteen percent (14%) say nothing works. Fourteen percent (14%) say there are no barriers. So that cancels those out. Forty percent (40%) say they negotiate. And I expect that if someone were to do a good study on what does an administrator spend forty percent (40%) of his/her time on, "negotiate" might very well be there no matter what one was engaged in. Twenty-one percent (21%) said they stressed the institutional benefits. Seven percent (7%) stressed the personal benefits, and twelve percent (12%) promoted faculty involvement.

This was a question for faculty. And the question is, "What is your role, what is the faculty role in adopting television courses?" And I think this is a critical question, particularly asked to faculty. Thirty-four percent (34%) said we don't have a role. Seven percent (7%) said everything. Ten percent (10%) said we initiated it. We say we want it. Twenty-eight percent (28%) preview materials. Eleven percent (11%) persuade others, and ten percent (10%) develop the course. I think that means that once the course has been selected they are assigned to make the necessary adaptations.

Here is the question again asked of administrators. What are the reasons for faculty resistance? Seven percent (7%) of them say the faculty does not want to loose contact with students. Thirty-three percent (33%), the quality of the materials. Now I think that is very

interesting given the fact that so few of them, the administrators, thought the quality of materials was really that important in their selections which meant to me that they thought the quality now was pretty good for most of the things that were offered for national distribution. Twelve percent (12%) of the faculty fear loosing students; fifteen percent (15%) resist change, and thirty-seven percent (37%) fear replacement. Now this is the administrator's view. I want so much for someone to ask this question of the faculty, what the faculty say their reasons for resistance were, but that was not part of the study.

What did the teachers like about television courses? Five percent (5%) of them didn't like anything, but forty-eight percent (48%) of them liked the materials. Now I think that is significant. Forty percent (40%) liked the students. Consistant with what we found in both instances. Twelve percent (12%) of them had personal reasons for liking them and thirteen percent (13%) liked it because it was something new.

Now just in case you are interested, these are also faculty questions. What did you like best and least about television materials? The best liked features, we have just gone over, I am sorry. The least liked features they said they liked, eleven percent (11%) of them said nothing. In fact they liked them all. Everything was good. Twenty-six percent (26%) didn't like the materials. Forty-one percent (41%) disliked the infrequent contact and twelve percent (12%) didn't like the schedule which is something that comes back to the relationship with the public television station. I am sorry I misinterpreted that first one. Eleven percent (11%), their least liked feature, they didn't name one. So I don't know whether that means they didn't like anything or in fact, they didn't have anything they disliked.

The next one is an interesting chart. It is going to be fairly difficult to explain and I realize you can't read it very well back there so let me just tell you what the colors mean for a moment. The orange color represents the types of student contact used and the yellow color represents the types of student contact the faculty considered most important. This was a faculty question. So, the first columns are required classes. So you see, sixty-four percent (64%) of the faculty said they did have required on-campus classes and thirty-eight percent (38%) considered those classes the most important student contact.

In the next one, correspondence, sixty-five percent (65%) of them used correspondence. Not too many of them, fourteen percent (14%) considered those to be the most important contacts. Seventy-four percent (74%) of the faculty used orientation. I was very happy to see that because we have done some studies to try to say how do we predict student success in courses and the only real predictor of student success in a course I have ever seen actually is attendance at an on-campus orientation. Students who go to an on-campus orientation have a far better chance of completing a course than any other predictor that I have seen in a study. But you will see that of the

faculty, only eleven percent (11%) of them, considered it to be the most important even though seventy-four percent (74%) of them used it. Seventy-six percent (76%) of them used the telephone. But only ten percent (10%) of them considered it most important. Thirty-six percent (36%) of them had optional classes. Only ten percent (10%) of them considered those the most important. And then we have our usual other.

Now I think this is very instructive. Not necessarily because I believe that the faculty has chosen the most important thing for students but because I think we have here a picture of what faculty considers most important for themselves.

This was also a faculty question and it was just sort of summed it up under teaching approaches. It just sort of surveyed a lot of different things about the way faculty used television courses. Nine percent (9%) of them get released time. Eighty-eight percent (88%) of them prepare a special syllabus for their television courses. Seventy-two percent (72%) of them found the television manual useful, that is the faculty manual useful. Fifty-four percent (54%) of them used the test bank. Thirty-eight percent (38%) of them give multiple choice tests. Thirty-two percent (32%) of them give essay tests. That made my heart break a little as a former English teacher. Twenty percent (20%) of them got special training for telecourses at their institution and only sixteen percent (16%) of them have a formal evaluation of how well they did as a television teacher.

Now this was a question asked of both faculty and administrators. Or these were questions asked of them and it was an attempt to compare television courses to other kinds of courses in the eyes of the faculty. So, first administrators. Are the television courses listed in the catalog in the same way as other courses? Sixty-five percent (65%) said yes. Sixty-four percent (64%) said attendance (I found this one difficult to comprehend actually). Sixty-four percent (64%) of them that said attendance was judged the same for television courses as it was for other kinds of courses. The only way I can really accept that is if it isn't judged for any courses, but it wasn't my study, and that is what they discovered. Ninety-six percent (96%) of them said that transcripts were the same for television students and for other students. I thought that was very interesting because one of the things I keep hearing in talking to people across the country is this growing fear, perhaps as well as I know it is a problem in some places, that television courses have a special identifying mark on student transcripts and those of us who believe very strongly in the efficacy of television, of course, don't like to see that happen any more than we would want a transcript to identify a large lecture hall or a small seminar group. You don't want necessarily to put the teaching style on the transcript. Ninety-six percent (96%) of those surveyed said there was no descriptor on transcripts in their institutions. Ninety-five percent (95%) also said the fees they charged were the same for television courses as well as for others.

Now in asking teachers, they found that--you will see there are two different colors on the teachers' columns. The orange color represents

the same. So in those instances when the question was posed, television and other courses turned out the same. The yellow color indicates better. Television courses were better in this regard. And this one came as a surprise to me.

How about the teaching load? For most of the faculty, the teaching load was the same for television or others. But for a little group of them, it was better when they were teaching television courses. How about the pay? For most of them, it was the same. But for some of them, it was better. Now that came as a surprise to me as well. Promotion for television courses, do they give you the same advantages toward promoting yourself within your department and your institution as other kinds of courses? Most of them said the same. A few of them said better. I thought that was wonderful too. How about student performance? You will see here that fifty percent (50%) of them said the students performed about the same in television and on campus, but another thirty-three percent (33%) or so said television students performed better. And about forty percent (40%) of the faculty said that the retention rates were about the same for television courses and on-campus courses, but another thirty percent (30%) of them said television course retention was better.

Then, we come perhaps to one of the, again, most important questions to faculty. Would you use future television courses? Would you teach them? As you can see, forty-seven percent (47%) of them said they were very likely. Thirty percent (30%) said they somewhat likely. Fourteen percent (14%) said somewhat unlikely; six percent (6%), very unlikely; and three percent (3%) don't know.

Now, I think you can see the difference here in asking teachers across the board without any consideration about whethe they were considered good television course teachers as we asked for in the Adult Learning Service study and this one. In our study we asked only for those that the administrators thought were good, and I think that when you go for those who already have a feel of the sense of pride and accomplishment, you would get a more positive response about whether or not they wanted to do the same thing that was giving them the feeling of accomplishment. That was in fact true of the teachers who were already identified as good.

Well, I thought that study was extremely important. And that is the last of my slides if you want to turn off the machine.

Another study that was conducted about the same time had some other very interesting things to reveal and says something, I think, about myth in television courses as well. This study Peter also mentioned yesterday, is called the Blackburn and Ging Study. It was done out of the University of Michigan and they were looking at adoption--what causes colleges to adopt and they found a number of very interesting things about faculty in their study. They also found out something about myths of television courses.

Their methodology was first of all to review the literature. And having reviewed the literature then, to do telephone interviews with

about thirty (30) people who were considered to be leaders in the field. And on the basis of what they learned from the literature and the leaders in the field, they came up with a series of hypotheses. Almost all of which were proven wrong when they actually did the survey which was the culminating activity of their methodology.

Just again, to set the scene on this study, there was an almost evenly divided group between two-year and four-year colleges and universities. They looked at faculty from all of these as well as administrators. They looked at four different kinds of things. The first one they called design elements; the second, difusion elements; the third thing adoptor characteristics; and finally, institutional context.

The design elements that they discovered were most important to faculty and administrators in terms of adopting television courses were content and technical quality. What they had expected to find was that the difficulty of the material and the time frame in which the material was delivered would be the significant factors. These did not prove to be the case. As a matter of fact, the time factor was considered to be very important by administrators and not very important at all by faculty. I thought that was a myth at least cracked a little. It seems to me that for years I have heard administrators tell me the faculty won't take me if we don't give them plenty of time. If this study is to be believed, it is the administrator who can't take it if you don't give me plenty of time. The administrator has got a lot of planning to do so I am not suggesting that we give you less time. I am suggesting we continue to give you all the time, but we put that need where it belongs.

The second thing on difusion characteristics: the hypothesis was that cost would be the primary thing that made people buy or not buy. And what they found was that for administrators the cost of a television course was not particularly important. But to the faculty, it was very important. Now one might stop and say, "Well, now what does that mean?". Do faculty actually purchase television courses? And I would expect if we took a poll of this group, we would find an overwhelming "no they don't." Are they concerned about cost? Yes, they are concerned about cost because we administrators keep telling them they have to be and because faculty, when they get material about courses, don't really know where the money is coming from. And they know they would have a hard time getting any money for a television course out of their department budget; and they often don't realize that in fact there is another budget in their institution from which these monies flow.

Now, I am speaking rather positively on that point because still another study--it's not really a study, but it is a marketing initiative I would like to tell you about in just a moment--really bears that out.

Another thing that they found that was very important was the channel where the information comes from. For the administrator, they are most likely to be pleasantly disposed toward offering a television course if it comes to them in any number of ways. Their minds are

open. To the faculty, they are most likely to be pleasantly disposed if the information comes to them from their department chair, or if it comes to them from one of their peers.

The researchers hypothesized that there would be a significant difference in the adopter characteristics. They thought that people who were pleasantly and favorably disposed toward television courses would be younger and would work in two-year colleges and they found that neither was the case. They couldn't find any age discrimination, any sex discrimination, any discipline discrimination, nor any differences between two-year and college faculty and administrators.

They did however divide up the groups of people that they surveyed and gave them names, which remind one of different kinds of marketing studies I am sure you have all read. And the two groups that of course are most interesting to me and that I identify most closely with are called the "true believers" and the "evangelists."

The "true believers" are those who are predisposed toward television and the "evangelists" are those who are determined to serve distant learners, and so I hope that I am looking at and addressing a whole lot of "true believers" and "evangelists" out there. As you know without my telling you, the researchers found that we are much more likely to adopt television than any one else.

The institutional context was also interesting, though not dramatic. They found that nontraditional behavior on the part of faculty seemed to have a slight edge of someone who would have a different job from teaching perhaps in a totally different area, or would have hobbies that seemed totally different from the ones that one might expect--that they might have a slight predisposition toward using television courses.

They did find, and I am sure this will not come as a surprise, that institutions and faculty who had had successful experiences with television courses were much more likely to adopt them than those who had had prior failures with television courses. It also seemed that both the faculty and the administrators who adopted television courses were convinced that these would in fact increase enrollment. Now I think that is important because it tells us that this particular item, this particular bit of information, can in fact lead our faculty to be predisposed for television courses.

This coming fall the Adult Learning Service has its most sensational fall ever with four brand new courses, all of which are just superior. I had intended to show you a preview tape of them, and perhaps I still can if it doesn't throw the schedule off or perhaps beginning of lunch we can see it. I wanted particularly to tell you of a new plan we tried this year that is different from our other approaches. Knowing that we have the superior courses coming and that three of the four were prime time courses which have their own peculiar glamour and their own peculiar downside as well. They are important because they get a lot of promotion; they have community visibility and colleges associated with them are clearly likely to get

more enrollment as well as to bring the advantages of that promotion to their institution.

The downside is that once you have in fact gone out into the community with this prime time offering, you can't do the same thing the next term in all probability because the broadcaster, in order to maintain the viability of this particular program series for a prime time audience, needs to rest it. So this presents its problems, its advantages, and its disadvantages.

That leads us to, of course then, to want to have as many colleges as possible know about these series in advance of their prime time play and to get on board to use them during their first term. The chances are also that we will not get to use them as many times as we want. The standard release pattern in PBS is four releases in three years and Annenberg courses usually give us more releases than that, but two of these prime time series are not Annenberg courses.

So, here are the four courses. We have one called "The Story of English," which is the history of the English language but is designed so it can be used as an undergraduate readings and composition as well as an upper division history. Secondly, "Out of the Firey Furnace," which is the history of human kind from the perspective of metals, science, and technology. Neither of these is an Annenberg course. We have two terrific courses. One called "The Africans," which is a prime time course, and then a second one called "Economics USA," which is not a prime time course but I think any public television station would use its time wisely to put "Economics USA" on, at least in its fringe time because it is truly a terrific series.

The typical way that television courses are marketed, I know you know because you are probably on everyone's list, you get a brochure, the brochure has a mail-back card and you get a preview kit as a result of mailing this preview card. Just in case that doesn't do it, if you come to meetings like this you will get a brochure, maybe you will get a preview kit, and we will make sure that some how or another you will get this information.

This year we decided several things. One, that we would try to send out more brochures than we had done in the past and that we would not just send them to administrators. We would send them to faculty and to department chairs.

Secondly, we decided that faculty probably would not really know what a television course is. Some of them do, those who teach television courses know, but most of them don't. So we decided that we would invest in some very skilled faculty who would work for us part time and make a telephone response to the faculty and administrators who sent back the mailback cards. As you all know, explaining what a television course is, explaining how it is used and how it can be integrated into a college or university outreach effort is not a quick thing. So we didn't feel we could go to your typical telemarketer who wants to sell you a subscription to the local newspaper. We had to have someone who really understood how television courses worked and

how faculty's minds worked so that in fact they could carry on a conversation. We have a new person on our staff who is in charge of this effort and he comes out of the telemarketing field. He expects his telephone calls to last about five minutes. The telephone calls that we are making on behalf of this project last at about 22 minutes on the average. It is a much longer process, but it really paid off. What we found was that the faculty sent back response cards in much greater numbers than we expected them to. Those of you, and most of you I am sure, involved in direct mail know that a two percent (2%) response to a brochure is generally considered pretty good. We had a better than ten percent (10%) response on all four of those courses that I just mentioned to you. And most of the responses came to us from faculty. The faculty were intrigued by the course material. They were intrigued by the subject matter. And the telephone conversations, even though it was difficult to reach them (it is difficult to reach faculty as you know on the telephone, ask any student). Anyway, we did reach them, however, and what we found was that we got over ten percent (10%) back from the brochures. We had twenty-five percent (25%) on the average of the faculty asking us to send them course licenses.

Now, whether or not all of those will pan out, I can tell you now they won't. Some of the faculty will get the license and they won't have the time to take it the next step and go hunt you out, and say I really want to use this course. But, some of them will. Many of them will.

Well that led me to a number of things. All of those things together and my own experiences have led me to a number of conclusions about faculty. These are not conclusions that I care to have engraved in stone, but they are working assumptions that I feel comfortable with right now. What is it that teachers really fear from television courses? They fear exactly the same thing that you and I fear when anyone suggests turning our world upside down. If someone suggested to you that your terrific project that you are running right now out of the Continuing Education Department, for the good of the institution and for efficiency, should be moved over into the School of Business or vice versa, I would expect you would have some of these fears. You might fear that you would be replaced. You might fear that you would have a loss of control over this project you had worked so hard on. You might fear that you would have a loss of presence, but right now, you are somebody in your department and who would you be if you moved into this other way of doing things. You might fear a loss of resources for those things you consider to be most important. And you might fear a loss of quality. I think teachers fear all of those things too. And, I think they should.

So, what do you do about it? Well, I think there are a number of things you can do about it, and I expect you are doing a lot of them right now. But just to sum up how I think one can approach these fears. First off, you have to show the faculty the benefits to themselves. What's their benefit? What do they get out of it? And, there are lots of benefits. Among other things, there is the excitement of the material itself. I mean these television courses

that we are offering now have been put together by the finest minds in the disciplines these faculty members love. They are devoted to their discipline as you know, and the finest names, the people that they admire are maybe the ones they admire contradicting or arguing with, are the ones who are involved in putting these courses together. There is an intellectual excitement there for most of them.

In addition to that, they have the same kinds of needs for benefits that all human beings have. They want to know that this television course will get results for students. And, I think you can demonstrate that to them. They want to know that the relationships that they have with students and faculty and administrators will be maintained. And, I think you can reassure them on that point. They want to know they will have recognition for themselves and they want to know that they will be right. That, in fact, having given themselves over to this television operation, that their professionalism, their enjoyment of life, their feeling of accomplishment in fact will still be with them. They will be right. So I call those the four "r's." Results, relationships, recognition, and rightness are things that people want and faculty want them, and I think television courses offer them. And, I think you can show them how that's true.

You can give them some ownership because the fact, at least these studies seem to indicate, that rather than faculty really being involved in choosing television courses, they don't feel they have anything much to say about it at all. And the less they have to say about it, I expect, the more likely they are to feel they have to get in there and get some control over the situation. So, why not go in in advance and give them some ownership in it. Get them involved in choosing the television courses. Get them involved in adapting the television courses. Admitting that television courses have some limitations that only the faculty can help us overcome, and if we can't have the ideal situation for our students as we very unlikely will ever to be able to do, then at least let's make it the best we can. And, you are the folks to help us figure that out.

Give them support. I think you know how to do that. That's the thing that the good faculty told us they got from their administrators. There was clerical help and there was money for postage. There was access to copying machines and all of those kinds of administrative, clerical details that faculty despise and that we can help them with.

You can overcome their fears not by withdrawing or telling them they are silly or telling them that it can't happen it here, but showing them that distance learning can in fact keep some of those fears from happening. That if the demographics are right and our students of the future are more likely to be part timers and more likely to be off campus than on, that the way they maintain their positions and all of the things they like about their position is by serving the students who are going to be the students of our future and by preparing for it now.

And you can train them. You can help them see that a good orientation is very important. In fact, perhaps the most important thing they do

and that they should look at it not as the typical first day of a class, where you go in for fifteen minutes and see on the blackboard the teacher's office number and phone number and any questions and here is your assignment. But rather, this is the opportunity for the finest performance of their life. To motivate the students for an intellectual desire for that particular subject. To teach them how a television course is different from studying on campus. And to do those kinds of things that an orientation can really make the difference for the student between success and failure.

You can treat them to conferences, to lunch occasionally. You can flatter them and you can force them. I know you can win them over; but when all is said and done, for their distant learning opportunities develop, whether you enhance them, improve them, expand them on your campus, isn't going to be totally dependent upon your ability to convince the faculty. Your short-term need is certainly to get faculty to teach each course that you choose to buy. But your long-term need is certainly more important and more difficult than that because if you really want to improve your program and you really want to move your institution into using technology and serving distance learners in the convenient way with the quality they demand, you have to approach and win over the top administrators at your college. And so, the question finally comes down to you, doesn't it? Comes down to whether you really are true believers, whether you really are evangelists, whether you are willing to put in the extra time to put the push, the politics, to take the time to plan and make an approach to your institution that gives them the win-win situation for the future. And so, I think television is worth watching. It is worth paying for. It is worth teaching and Amen.

EFFECTIVE ADMINISTRATION AND SUPPORT OF DISTANCE PROGRAMS

Michael P. Lambert
Keynote Address
Distance II Conference: Improving Teaching at a Distance
August 8, 1986
Madison, Wisconsin

The following outline highlights the keynote presentation by Michael P. Lambert, Assistant Director of the National Home Study Council in Washington, D.C.. Mr. Lambert, who has been with NHSC since 1972, holds graduate degrees in English and Business Administration. He is the author of two recent home study courses: Write to be Read--How to Get Your Message Across and New Course Planning. He has written several articles on home study and has spoken at numerous conferences on the subject.

Mr. Lambert's keynote address covered the following topics: excellence in distance learning support, the goals of student support, the benchmarks of quality, tips on student support, tips on strategic planning, and illustrations of typical student service departments.

IMPROVING TEACHING AT A DISTANCE:

Effective Administration and Support of Distance Programs

MICHAEL P. LAMBERT
Assistant Director
National Home Study Council
Washington, D.C.

August 8, 1986

University of Wisconsin - Extension Conference, Madison, Wisconsin

LECTURE COVERAGE

---- WHAT IS EXCELLENCE IN DISTANCE LEARNING SUPPORT?

---- WHAT ARE THE GOALS OF STUDENT SUPPORT?

---- THE BENCHMARKS OF QUALITY

---- TIPS ON STUDENT SUPPORT

---- TIPS ON STRATEGIC PLANNING

---- ILLUSTRATIONS OF TYPICAL STUDENT SERVICE DEPARTMENTS

ABOUT THE SPEAKER

Michael P. Lambert is the Assistant Director of the National Home Study Council in Washington, D.C. He joined the NHSC in 1972. Mr. Lambert holds graduate degrees in English and also in Business Administration. He is the author of two recent home study courses for home study educators: Write to be Read -- How to Get Your Message Across and New Course Planning. He has written several articles on home study and has spoken at numerous conferences on the subject.

Key Points	Notes

STUDENT SUPPORT

- CONTINUOUS INTERACTION LEADING TO:
  - RIGHT LEARNER IN RIGHT COURSE
  - EFFECTIVE LEARNING FOR LEARNER
  - DESIRE TO LEARN MORE
  - MEASURABLE AND PREDICTABLE OUTCOMES
  - LEARNER'S ATTAINMENT OF STATED GOALS
  - COST EFFECTIVE TO PROVIDER
  - FUN FOR LEARNER AND PROVIDER
- BOTTOM LINE . . . SATISFIED CUSTOMERS

Key Points	Notes

TYPICAL SUPPORT ACTIVITIES

- TELEPHONE INTERVIEWS
- STARTER KITS
- SUPPLY OF STUDY MATERIALS
- TOLL FREE PHONE LINE
- SELF-CONTAINED LESSONS
- REAL-TIME FEEDBACK
- HOW TO STUDY GUIDANCE
- REFERENCE GROUPS
- TECHNICAL QUERIES ANSWERED
- NEWSLETTERS AND ALUMNI GROUPS
- FEELING OF "BELONGING"

Key Points	Notes

BENCHMARKS OF QUALITY

1. ADEQUATE BUDGET DEVOTED TO SUPPORT SERVICE
2. DISCERNABLE STAFF ESPRIT DE CORPS
3. A BALANCE BETWEEN MARKETING, OVERHEAD AND SERVICE
4. GOOD COURSE COMPLETION RATE
5. LOW INSTRUCTOR/STUDENT RATIO
6. HIGH START RATE; GOOD GRADUATION RATE
7. PROMPT SHIPPING OF MATERIALS

Key Points	Notes
BENCHMARKS OF QUALITY, cont. 8. QUICK TURNAROUND TIMES 9. LOW COMPLAINT RATE 10. COMPETENT, ON DEMAND COUNSELING 11. ATTRACTIVE PRINTED MATERIALS 12. HIGH REFERRAL RATE 13. HIGH RE-ENROLLMENTS 14. SUCCESSFUL AND HAPPY GRADUATES	

Key Points	Notes

STUDENT SUPPORT ACTIVITIES

GOAL: SATISFIED, COMPETENT GRADUATES

TO REACH GOAL

1. HONEST, CLEAR ADVERTISING
2. PRE-COUNSELING
3. PRE-TESTING; REMEDIAL TRAINING
4. MATERIALS DESIGNED FOR EASY LEARNING
5. OPTIONS BUILT IN -- NOT LOCK STEP!
6. PROMPT FURNISHING OF MATERIALS
7. HOW TO PROCEED GUIDANCE
8. PROMPT ANSWERING OF QUESTIONS

Key Points	Notes

STUDENT SUPPORT ACTIVITIES, cont.

9. WARM COMMUNICATIONS

10. PROMPT, PERSONALIZED EXAM GRADING

11. EXPERTISE ON CALL

12. EFFECTIVE MOTIVATION

13. INDIVIDUAL ATTENTION

14. ACCURATE RECORDS

15. QUALITY THROUGHOUT

16. CARING PEOPLE AT EVERY LEVEL

Key Points	Notes

TIPS ON STUDENT SUPPORT: I

1. BUILD SUPPORT FUNCTION INTO STRATEGIC PLAN FOR COURSE AND INSTITUTION

2. PLAN IN 3 YEAR SEGMENTS

3. BUDGET FOR 1 YEAR AHEAD

4. ALLOW 30% TO 40% OF BUDGET FOR SUPPORT

5. STAFF FOR GROWTH

6. KEEP FUNCTIONS INTEGRATED

7. HIGH TECH AND HIGH TOUCH

8. ASSIGNMENTS MUST BE:

    A. FUNCTIONAL. REAL WORLD
    B. COST EFFECTIVE
    C. STIMULATING TO LEARNER
    D. MEASURE THE STATED OUTCOMES

Key Points	Notes

TIPS ON STUDENT SUPPORT: II

9. DESIGN OFFICE LAYOUT ON FUNCTIONAL BASE

10. EMPHASIZE "QUALITY AS JOB 1"

11. CREATE STAFF ESPRIT DE CORPS: TEAMS, COMPETITION, REWARDS

12. USE "BOTTOM UP" PLANNING

13. BUILD IN "MANAGEMENT BY EXCEPTION"

14. DON'T OVER-SUPERVISE!

15. BREAK UP THE ROUTINE

16. SET ANNUAL SERVICE GOALS

17. EVALUATE ANNUALLY

Key Points	Notes

STRATEGIC PLANNING TIPS

1. LIST YOUR GOAL OR DESIRED RESULT

   GOAL: INCREASE GRADUATION RATE BY 25% BY MARCH 1. 1987.

2. LIST ALTERNATE STRATEGIES AND SELECT BEST

   A. ENROLL OLDER STUDENTS
   B. OFFER SHORTER COURSEs
   C. IMPROVE COMMUNICATIONS

3. LIST ACTIONS TO IMPLEMENT STRATEGY

   - CREATE NEW STARTER KIT
   - INSTALL TOLL FREE TELEPHONE LINE
   - REQUEST FOR HELP FORM
   - ORIENTATION TAPE ON HOW TO STUDY

4. INCORPORATE INTO OVERALL STRATEGIC PLAN

5. EVALUATE PLAN IMPLEMENTATION

FIFTY-FIVE WAYS AND TIMES TO PROVIDE SERVICE TO THE DISTANCE STUDY STUDENT

A Potpourri of Ideas for the Distance Study Professional

Have a Plan -- Take Every Opportunity to Provide Service

On Inquiry -

* Personalized Response Related to Prospect's Interest
* Offer to Discuss or Consult if Prospect has Questions
* Adequate Follow-up
* Detailed Information on Course Content and School Service
* Telephone an Acknowledgment

On Enrollment -

* Individual Analysis of Student's Qualifications and Interests
* Telephone Verification
* Letter of Welcome
* Attractive Starter Packet
* "Soon-After" Enrollment Survey on Personal Data

While Studying -

* School Bulletin or Newsletter
* Appropriate, Personalized Comments on Assignments
* Periodic Academic Assessment
* Along-the-Way Certificates for Progress Made
* Student Surveys
* Making the Most of Course Revision - Technical Bulletins
* Subject Field Updates
* Enrichment Tapes
* Regional Seminars, Help Sessions
* Special Recognition for Achievement, Scholarship

When Academically Delinquent -

* Regular Follow-up
* Special Telephone for Lesson Submission
* Opportunity to Extend Time, Take Remedial Programs
* Telephone Reminders

When Financially Delinquent -

* Timely Reminders
* Special Incentives for Catch-up, Paying Ahead
* Coordinated Effort if Academically Delinquent
* Telephone Stimulators
* Refinancing Offers

When the School has a Problem

* Explanations About Inventory Shortages
* Explanations About Slow Mail
* Explanations About Backed-up Lesson Processing
* Explanations About Computer Mix-up
* Explanations About Numerous Complaints
* Explanations About Change of Address or School Procedures

When There is a Complaint -

* Special Handling - Telephone Response
* No Quibbling Over Inconsequential Details
* Fair, Firm, Consistent Position
* Prompt and Cheerful Settlements. Take the Credit!

At Graduation -

* Attractive Diplomas
* Special Recognition for High Academic Achievement
* Letter or Call of Congratulations
* School-Prepared Announcement for Student to Give Local Newspaper, Employer
* Rings, Pins, Ties, etc.
* End of Course Survey
* Placement Consultation
* Resume Preparation Assistance
* Request for Referrals

After Graduation -

* Placement Assistance
* Updating Resumes
* Periodic Newsletters
* Alumni Associations
* Alumni Trips and Meetings
* Advance Courses
* Brush-up Short Programs
* Consultation on Course-Related Questions
* Alumni Surveys
* Alumni Referrals
* Scholarship Opportunities

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Typical Steps in a Strategic Plan

I. Define the kind of school we want

- Where are we? What business are we in?
- What is our corporate philosophy, mission, thrust?
- What are our goals? Now; five years from now?

II. Identify "WOTS UP" -- do a situation audit

. weaknesses . opportunities . threats . strengths . future regs

III. Analyze our industry

. trends . competition . pacesetters . new courses . "hot" school execs

IV. Formulate school's aims/goals

. mission . purpose . philosophy . long-range objectives

V. List various strategies to achieve objectives

- are strategies real world, attainable?
- have we done sufficient research?
- what will we need (people, products, money, facilities, etc.) to implement each strategy?

VI. Evaluate and select optimum strategies

VII. Implement plans for selected strategies

.people . budgets . five year plans . new courses . acquisitions

VIII. Monitor performance continuously; recycle annually

Sample Situation Audit Form

Category	Your Rating: Excellent	Fair	Poor
Financial Position (acid test, current ratio, debt-to-equity, margin, etc.)	_____	___	___
Administration (quality of staff, turn-over, number of people, training)	_____	___	___
Courses and Services Inventory, status of courses, up-to-date, etc. Capability to service students	_____	___	___
Marketing Market share, ad-vertising efficiency, reputation	_____	___	___
Technology Courses, R+D, readiness for change	_____	___	___

Samples of Mission Statements, Key Results and Program Objectives

Mission Statements

1. "Be a profitable, modern, highly regarded correspondence school teaching mid-career working adults management skills."

2. "Produce the lowest cost, highest quality, most universally used home study programs in electronics technology available in America."

Key Results Objectives

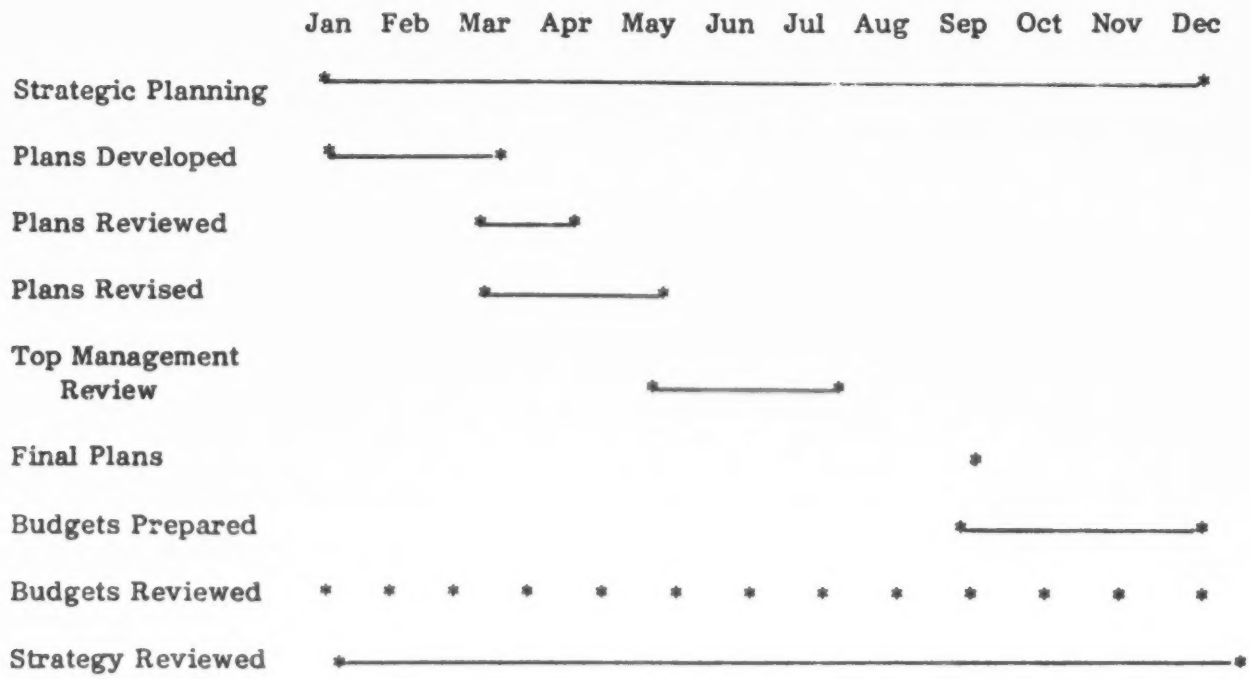
1. "Increase school sales from $3 million in FY 1981 to $9 million by FY 1983."

2. "Increase profit margin from 7 percent to 12 percent by year's end."

Specific Program Objectives

1. "Develop a new 12 lesson, $295 course in microprocessors by March 1982."

2. "Acquire at least three new non-home study businesses by the end of 1984."



Sample Planning Time Chart

Item	Last Year	This Year Forecast	Next Five Years				
			First Year	Second Year	Third Year	Fourth Year	Fifth Year
Sales							
Marketing							
Advertising							
Fulfillment							
Employees							
R & D Outlays							
New Courses							
Course Improvements							
Cost Reduction							
New Facilities							
Expansion of Present Space							
New Equipment							
Cost Reduction							
Maintenance							
Profit and Loss Summary							
Total Gross Revenues							
Costs of Operations							
Net Profit Before Tax							

Sample Five Year Planning Chart

SCRATCH PAPER ☞ NOTES ☞ DOODLES ☞ SCRIBBLES ☞